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ABSTRACT

This manual is designed to assist work experience education coordinators in combining different learning activities described in a 94-activity work experience education instructional guide published in 1981. Presented first is a list of the titles of the individual activities organized according to the following subject areas: input or evaluation activities, career development, how to get a job, how to keep a job, how to leave a job, and economics. An overview of the work experience education instructional process is provided. The remaining two sections of the guide consist of a sample class lesson plan and instructions for maintaining an individual student record. Appendixes to the manual include a list of the goals of work experience education programs cross-referenced to learning activities and evaluation instruments, a list of suggested ideas for teaching various employability concepts, guidelines for making supervision service calls, a suggested procedure for coordinating on-the-job learning activities, and a list of questions for employers concerning student progress. (MN)

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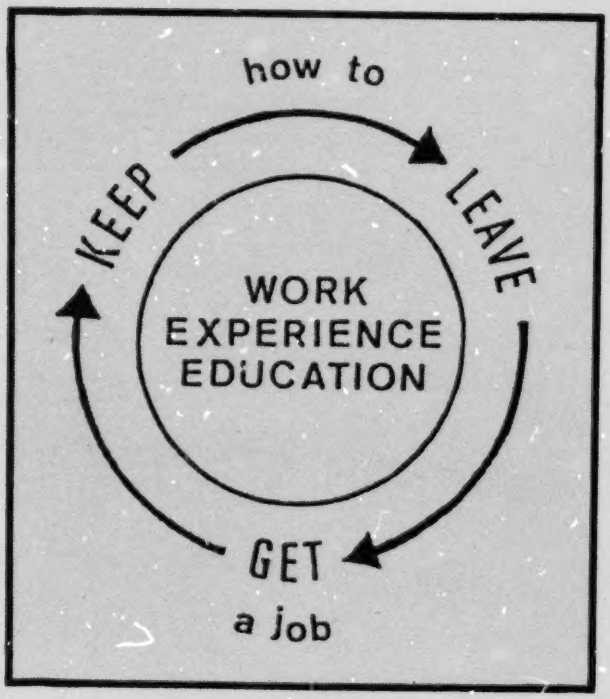
Work Experience Education Instructional Guide

Teacher's Manual



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Work Experience Education Instructional Guide

Teacher's Manual

Developed by the
California Work Experience Education Association
in cooperation with the
Vocational Education Division
California State Department of Education

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PREFACE

The California State Department of Education published the Work Experience Education Instructional Guide in 1981. In-service workshops were subsequently presented for work experience education coordinators to learn how the guides could be used for related instruction.

This publication, Work Experience Education Instructional Guide, Teacher's Manual, was developed by the same team that produced the guide. Those representing the California Work Experience Education Association in the production of this publication were Bill Mathiasen, Allen Mattos, and Homer Sweeney. Those representing the State Department of Education were John Iskra, Bernard Norton, and Nona Verloo. Special thanks are due to Special Education Resource Network representatives Pat Dougan, Steve Johnson, and Annette Ostertag for production and word processing services.

The manual gives examples on how to use the instructional guide for work experience education-related instruction. In-service programs will once again be conducted to assist work experience education coordinators in combining the different activities in the guide to meet individual student needs. This teacher's manual and the guide are valuable tools for career guidance.

In addition to the regular program, high school work experience education-related instruction is available to students in special education classes, alternative and continuation schools, and juvenile court schools. The manual is the result of a cooperative effort to meet the needs of all students.

XAVIER DEL BUONO
Deputy Superintendent
Specialized Programs Branch

JAMES ALLISON
Director
Vocational Education Division

On this page are listed the number, title, and page number for each activity presented in the Work Experience Education Instructional Guide. The user of The Manual will find this list useful in referring to the Guide.

ACTIVITY TITLES

Input Activities

1 Student Survey 1
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3 Student Self-Evaluation 7
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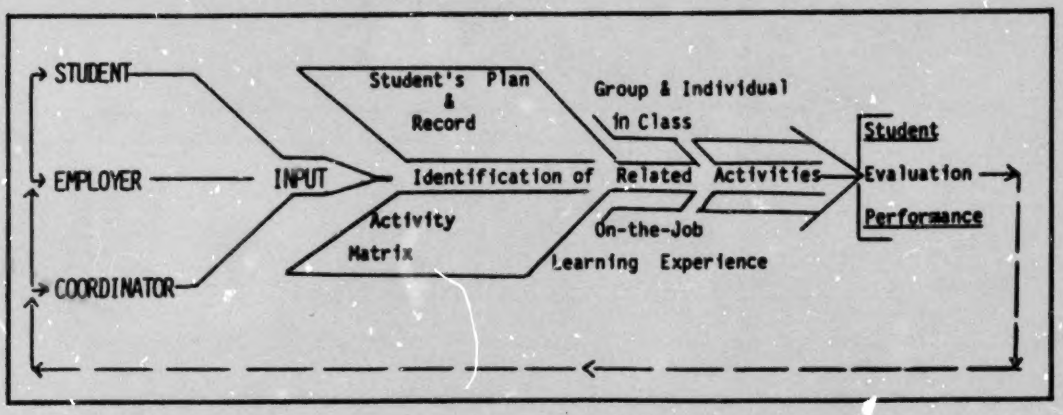
THE WORK EXPERIENCE EDUCATION INSTRUCTIONAL PROCESS

AN OVERVIEW

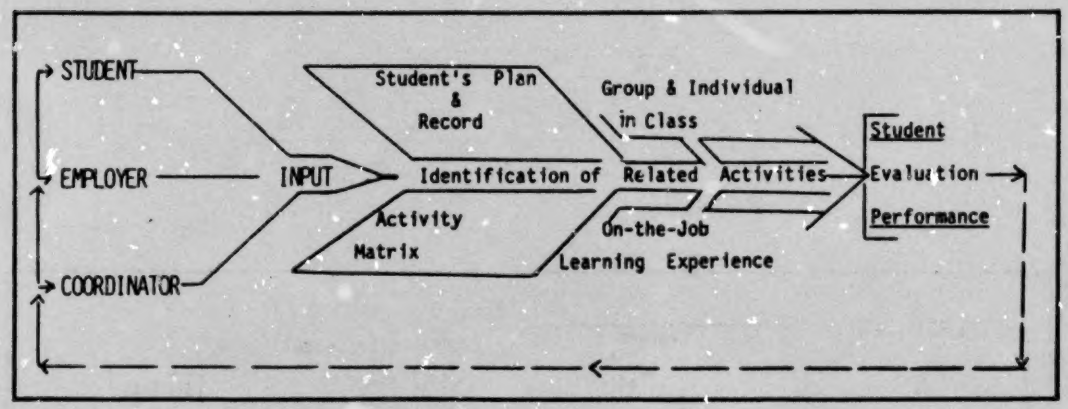


INTRODUCTION

To teach employability is the major goal of the work experience education process. This process has been designed to ensure that each student in the work experience education program will have the opportunity to accomplish the goal of employability.

The purpose of the work experience education process is:

- to identify the employability needs of students
- to identify appropriate student activities
- to record progress made by the students



The Work Experience Education Instructional Guide contains 72 activities for use by teacher/coordinators. These activities are used:

- to identify the employability needs of the students
- to assist in providing appropriate related instruction
- to provide procedures to record the progress students are making towards accomplishing the goal of employability
- to identify additional employability needs as students progress on their jobs

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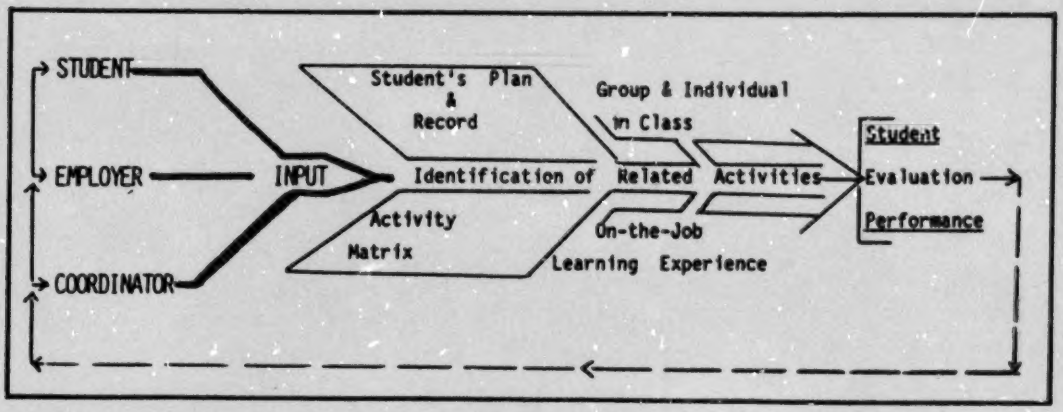
THE PLAN OF TRAINING PROCESS

The work experience education plan of training process can perhaps be more easily explained if broken down into the following sections:

- The Initial Input
- Identification of Related Instruction Activities
- On-the-Job Learning Experiences
- Related Class Activities
- Evaluation and Continuous Input

The Initial Input



The teacher coordinators must first determine the employability needs of their students. This is the purpose of the initial input. These employability needs can be identified by using the following activities from the Instructional Guide:

- Activity #2 Employer Survey
- Activity #9 Student Profile
- Activity #1 Student Survey

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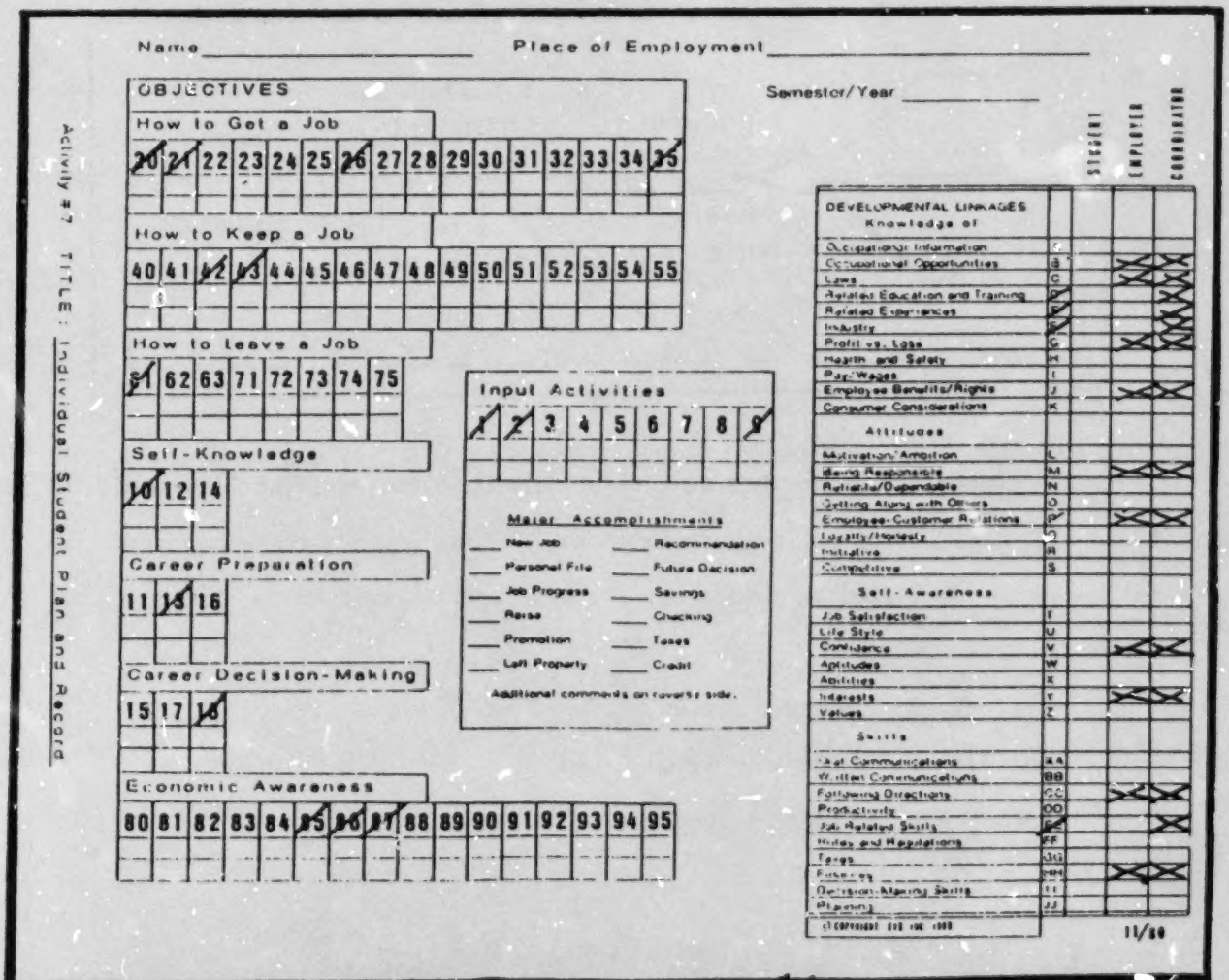
Employer Survey — It is strongly recommended that the Employer Survey be given regularly each spring, prior to the fall semester, to at least 25% of the employers in the program. This allows employers to express their opinions regarding the employability needs of youth based on their years of experience. The results of the survey provide teacher coordinators not only with a continuous update of those employability needs of youth that employers view as being most important but also with those employability concepts that will form the foundation of the program.

Student Profile - This activity is given to the students at the time they enter the program. It provides the teacher coordinators with personal and school information about their students as well as their current thoughts about the future.



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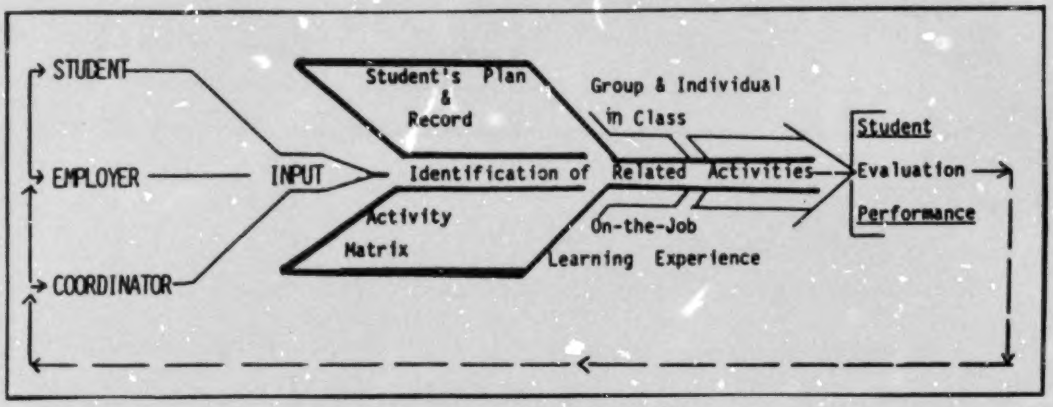
Student Survey -- This survey is given to all the students shortly after they have entered the program. The results provide the teacher coordinator with the students' opinions of their employability needs.

The information from the Employer Survey, Student Profile, Student Survey, and the conclusions reached by the teacher coordinators are recorded on the Individual Student Plan and Record, Activity #7, as shown on the previous page.

Identification of Related Instruction Activities

The Individual Student Plan and Record is a form used by each of the students in the program to record their needs, activities, and accomplishments. By totaling the needs of all the students in the program, combining this information with the results of the other input activities, most of the related activities needed to meet these needs can be easily identified.



The other related activities are identified by comparing the information on the Individual Student Plan and Record form with the Work Experience Education Matrix. This matrix identifies the objectives and employability concepts for each activity in the Instructional Guide. These additional activities are identified by sliding the form across the Work Experience Education matrix, as illustrated on the top of the next page. These activities on the matrix showing frequent matches (X's) with the Individual Student Plan and Record form are also included in the related instruction portion of the work experience education process.

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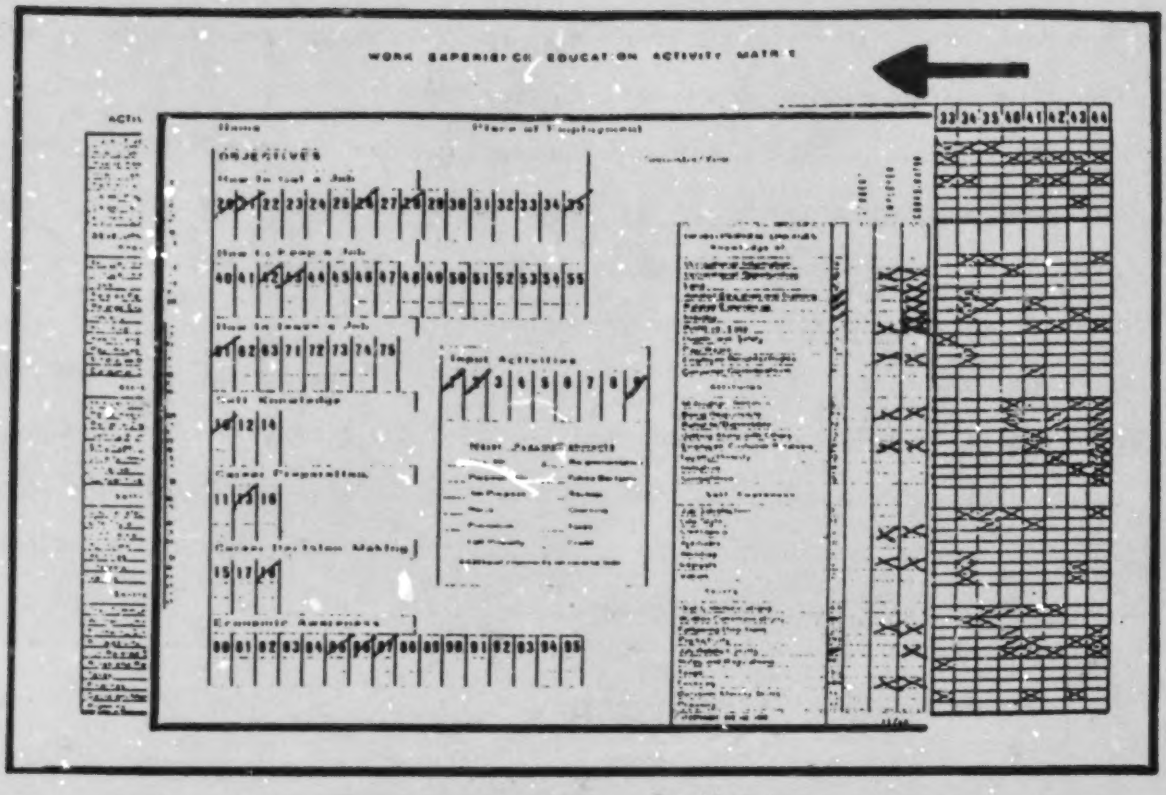
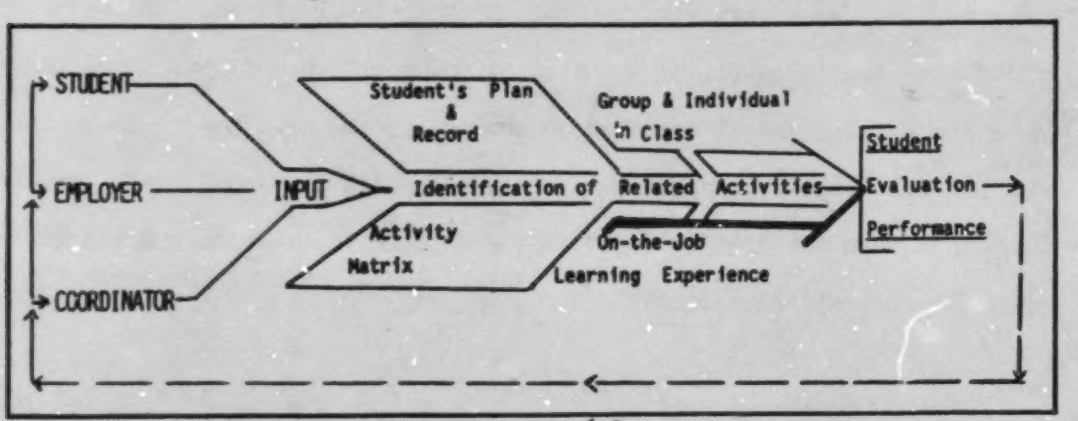


On-the-Job Learning Experience

Supervision/service calls are essential in the work experience education process. Some guidelines, suggestions, and ideas to make supervision/services calls effective are included in the following sections of the appendix:

- Supervision/Service Calls
- Questions for Employers
- On-the-Job Learning Activities



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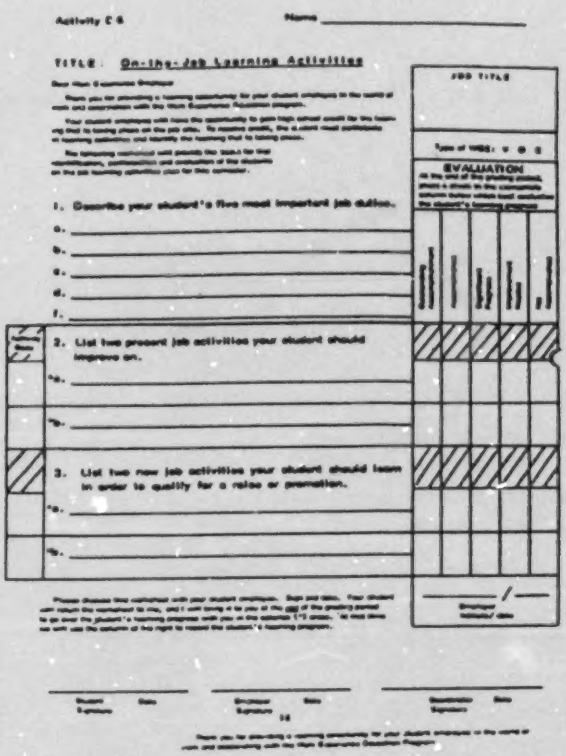
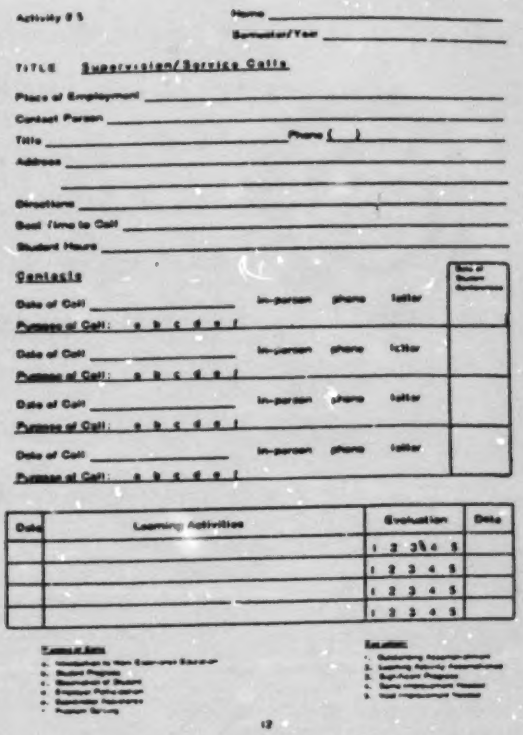
In addition, two activities from the Instructional Guide have been developed specifically to help teacher coordinators organize their calls:

- Activity #6 - On-the-Job Learning Activities
- Activity #5 - Supervision/Service Calls





On-the-Job Learning Activities The purpose of this activity is to assist teacher coordinators in identifying the on-the-job activities of their students. During the supervision/service calls the employers are asked to do the following:

- Either describe or verify the students' most important job duties. See the appendix, On-the-Job Learning Activities, for more specific ideas.
- Identify those current job duties in which the students need to show some improvement.
- Identify those job duties the students need to learn in order to earn a raise or get a promotion.

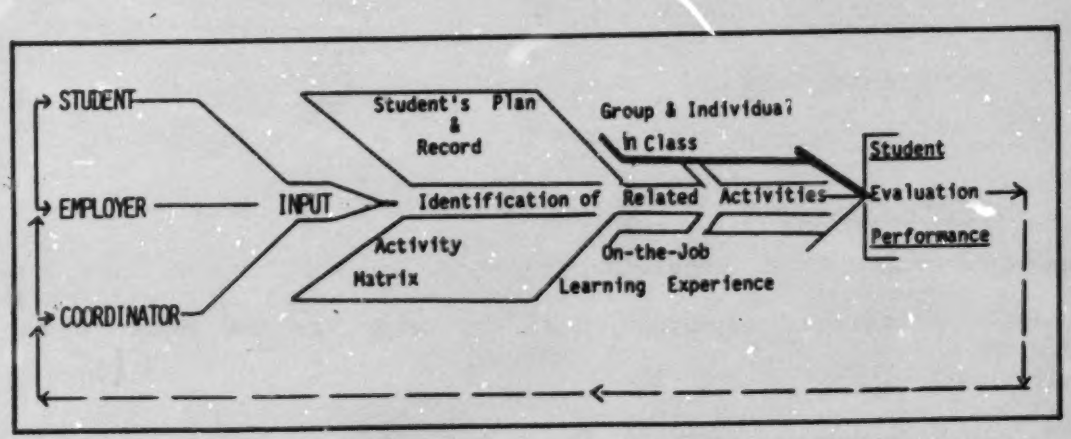
Later in the semester the employers will evaluate the progress made by the students in areas identified earlier as needing improvement.

Supervision/Service Calls The purpose of this activity is to record information about the supervision/service calls that include the following:

- Information about the employer
- Purpose of each employer contact. See Appendix D, Supervision/Service Calls, for complete directions.
- Record those additional on-the-job learning activities that have been identified as needing improvement during the instructional process. They are usually the result of employer evaluations, weekly time reports, and related instruction activities.

Just like those activities identified in Activity #6, the employer will evaluate the student progress towards improvement later in the semester.

Related Class Activities



The purpose of the related class session is to assist the students in achieving their goal of employability. In order to help students achieve their goal and to make the classes meaningful, the following guidelines are strongly suggested:

- Student and employer input provides the foundation for the related class activities.

- Students are assigned a regular meeting time each week for the class.

- Class topics and goals are planned for the semester with the flexibility to change to meet both needs of the class and/or individual students.

- The work experience education goals the class will focus on should be clustered together; i.e., do not discuss keeping a job one week, then economics the next. Instead, follow the same goal for a few weeks; for example, plan a series on keeping a job, then a group on getting a job.

- Activities need follow-up to be effective. Just having the students answer the questions on an activity for class credit will not help them understand the world of work. Examples need to be brought into the discussion; employability concepts emphasized. See Appendix C, Employability Concepts.

- Teacher coordinators need to be knowledgeable about the curriculum. They should:

1. Know all the activities in the Instructional Guide. See list in appendixes.

2. Continually search for other resources to be used in the class.

3. Ask questions of employers. See cover page of each activity in the Instructional Guide for suggestions.

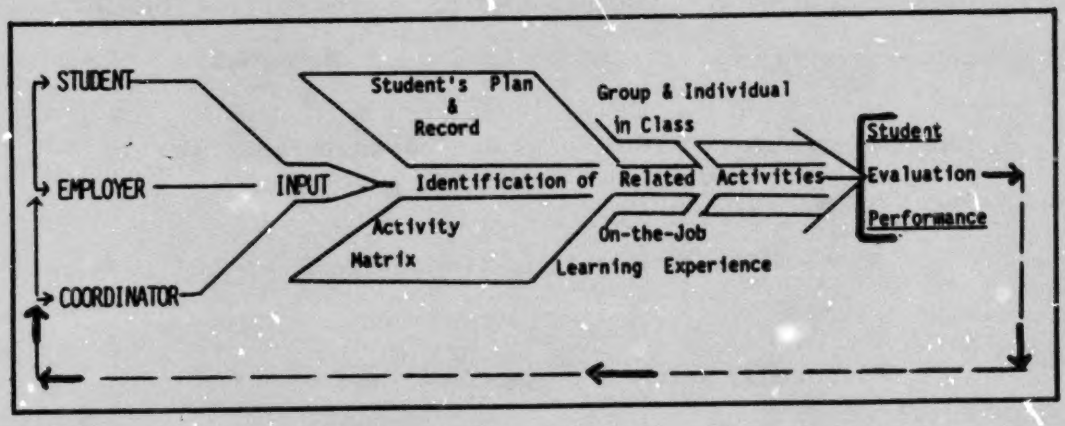
4. Continually read articles in newspapers and magazines on the employment cycle.

Evaluation and Continuous Input

The unique part of the work experience education plan of training process is the fact that as student employability needs change, they can be accommodated during the program. The teacher coordinators must be alert to make changes.

These changes can be identified from a number of sources such as the following:

- Conversations with the students
- Feedback from related class sessions
- Results of Activity #3 — Student Self-Evaluation
- Results of Activity #4 — Employer Evaluation
- Results of Activity #5 — Supervision/Service Calls
- Results of Activity #6 — On-the-Job Learning Activities
- Comments from Activity #8 — Weekly Wage and Hour Report
- Comments from supervision/service calls
- Comments made by teachers



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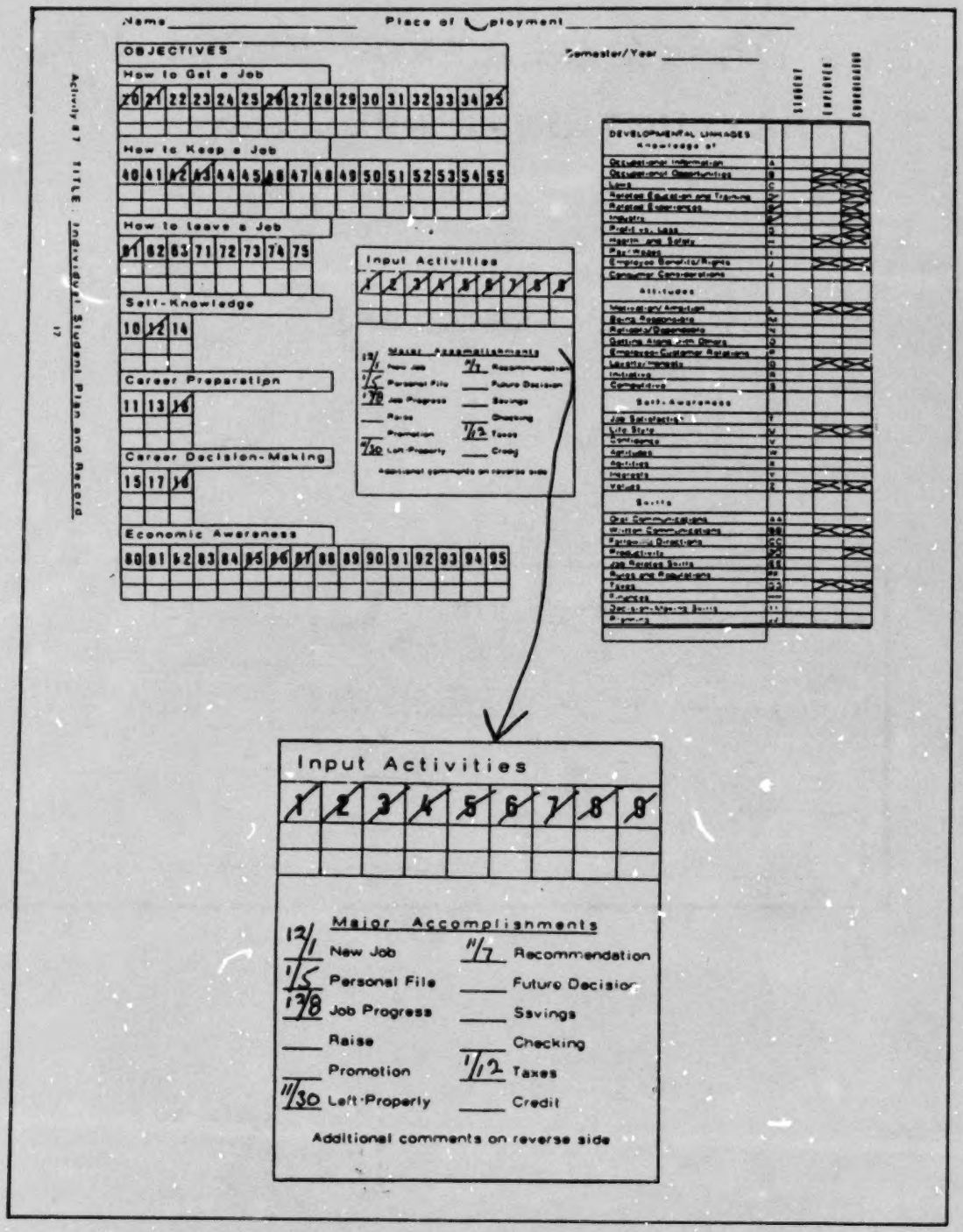
All changes in the student needs must be recorded on the Individual Student Plan and Record, Activity #7. This form is also used to record the progress and major accomplishments of each students.



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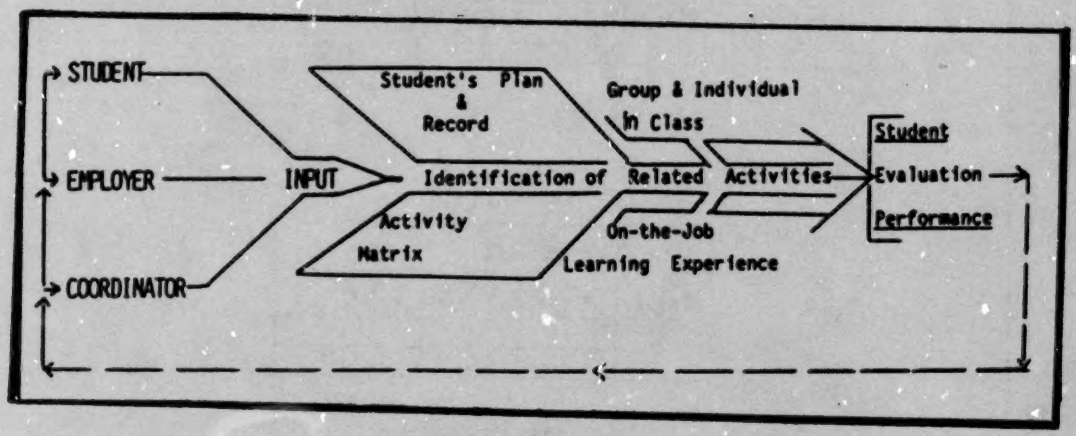
THE WORK EXPERIENCE EDUCATION INSTRUCTIONAL PROCESS

THE CLASS



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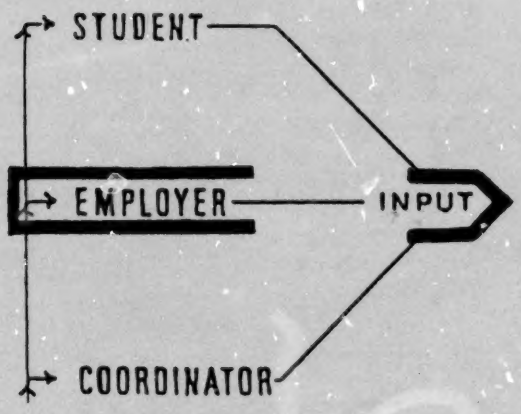
THE RELATED INSTRUCTION CLASS



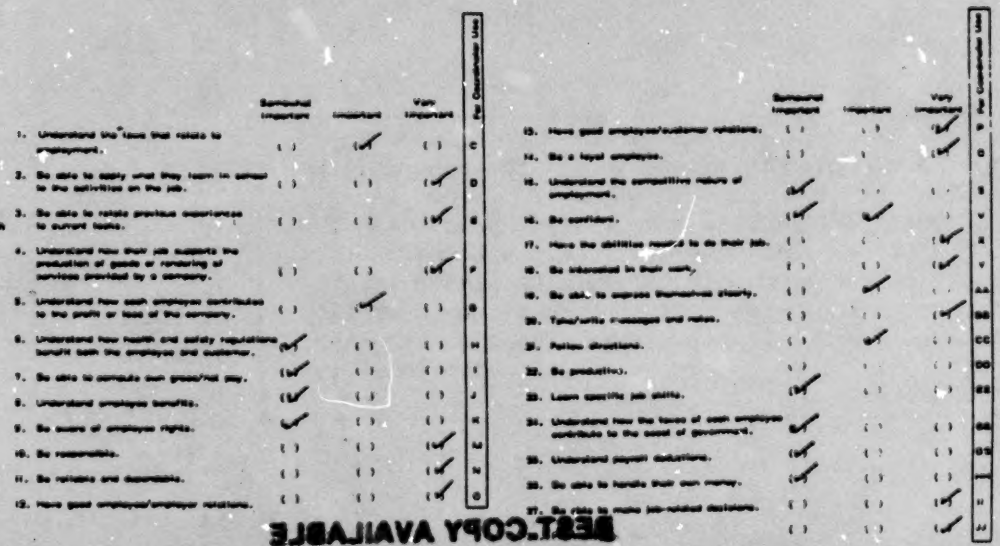
The employability needs of the work experience education students are identified from the input of three sources:

- the employers
- the students
- the teacher coordinator

Employer's Initial Input

The Employer's Initial Input Survey, Activity #2, is the form used to obtain the initial input from the employers. This survey is completed prior to the start of the school year, usually in the spring, by a representative sample of employers. This initial input provides the teacher coordinators with those employability needs that employers feel are most important for students to be successful in the world of work.

The individual employer's survey, when completed, appears as follows:



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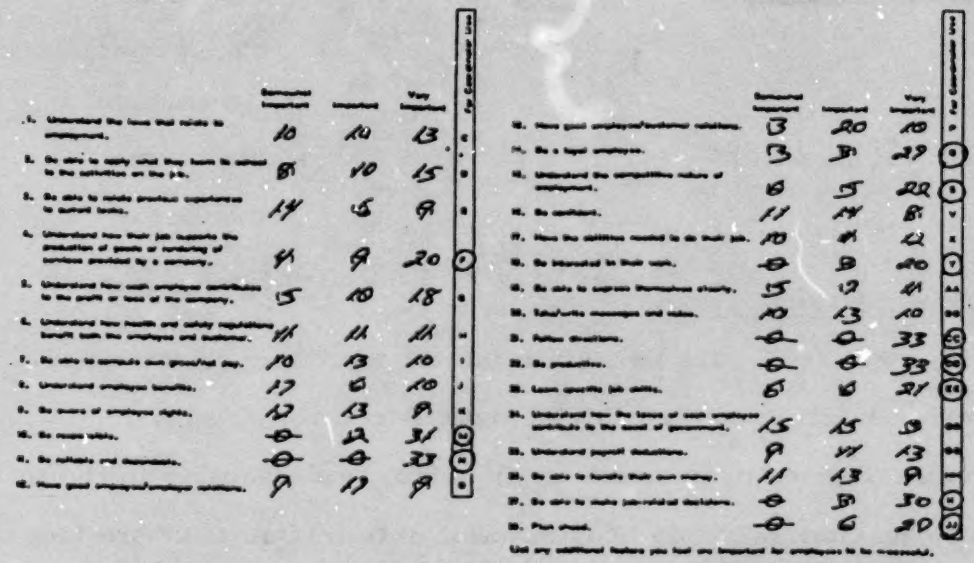
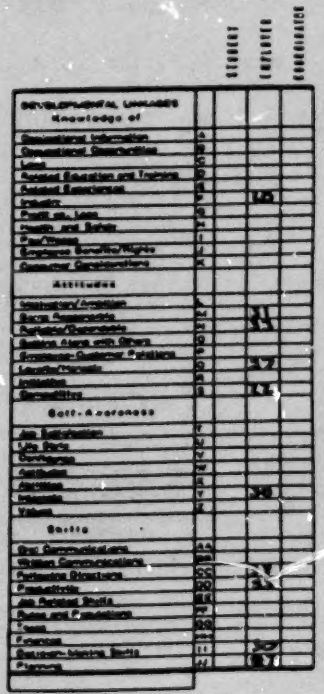
When all of the employer surveys have been tallied by the teacher coordinators, the results would look like the example shown below. The letters next to the employability concept statements with the greatest number of "very important" are circled on the tally sheet.



The circled letters correspond to the letters next to the developmental linkages found on Activity #7, the Individual Student Plan and Record.



NOTE: The employer survey can also be used as an important public relations tool. For example, the results of the survey should be sent to all employers in the late summer visit prior to the start of the fall semester. A thank-you letter should be included with the results along with the statement that the most important employability concepts would be emphasized in the upcoming program. It could easily lead to additional job placements.

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Place an "X" in the employer column in the space that is on the line with the same letter that was circled on Activity #2, the Employer Survey. Activity #7, the Individual Student Plan and Record, with the employer initial input marked, will become the answer page for Activity #1, the Student Survey.

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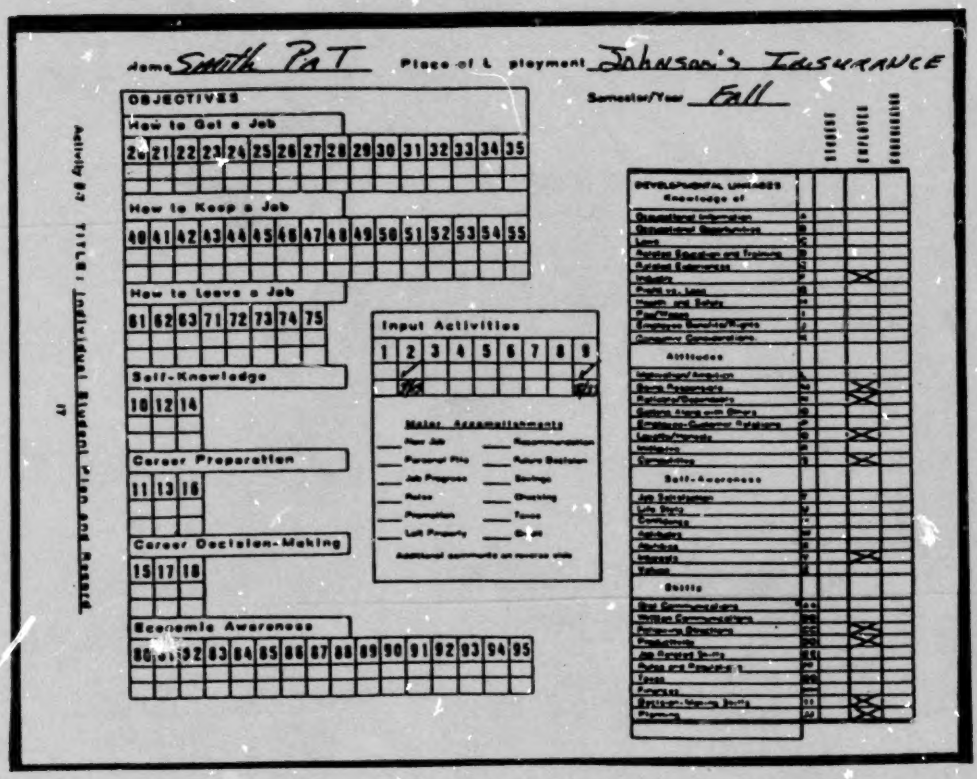

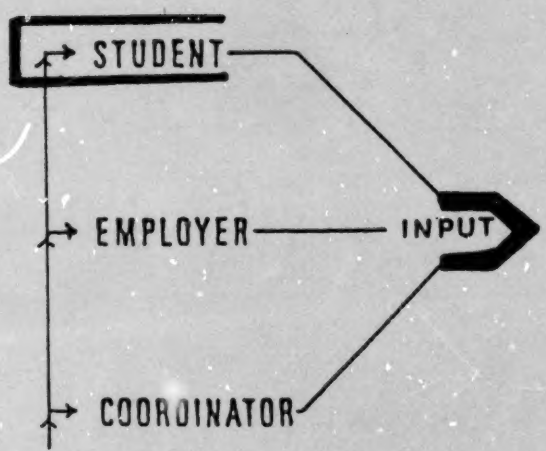

Student Initial Input

Each student in the class is given a copy of Activity #7. Then by following the directions on Activity #1, the Student Survey, the students place their answers on Activity #7, the Individual Student Plan and Record, as illustrated on the next page.

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Activity # 1

TITLE: Student Survey

The purpose of this activity is to allow you to identify some activities that will take place in the work experience education program. There are no right or wrong answers.

Directions: Complete the following survey on your Student Plan and Record (Activity # 7). Your Student Plan and Record contains several boxes with either numbers or letters.

80	81	82

Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	

Respond to each of the following statements by placing a diagonal in the appropriate box on your Student Plan and Record if the statement applies to you. All diagonals should be drawn from the lower left-hand corner of the box to the upper right-hand corner.

~~85~~	~~86~~	87

Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	

Name SMITH PAT Place of Employment JOHNSON'S INSURANCE

Semester/Year FALL

OBJECTIVES

How to Get a Job

~~20~~ ~~21~~ ~~22~~ ~~23~~ 24 ~~25~~ ~~26~~ ~~27~~ ~~28~~ ~~29~~ ~~30~~ ~~31~~ 32 ~~33~~ 34 35

How to Keep a Job

40 ~~41~~ ~~42~~ 43 ~~44~~ 45 46 47 48 49 50 51 52 53 54 55

How to Leave a Job

~~61~~ ~~62~~ ~~63~~ ~~71~~ 72 ~~73~~ ~~74~~ ~~75~~

Self-Knowledge

~~10~~ ~~12~~ ~~14~~

Career Preparation

~~11~~ ~~13~~ ~~16~~

Career Decision-Making

~~15~~ 17 18

Economic Awareness

80 81 82 83 84 ~~85~~ 86 87 88 ~~89~~ 90 91 92 93 94 95

Input Activities

1	2	3	4	5	6	7	8	9
✓	✓							
~~10~~								

Major Accomplishments

___ New Job	___ Recommendation
___ Personal File	___ Future Decision
___ Job Progress	___ Savings
___ Raise	___ Checking
___ Promotion	___ Taxes
___ Left Property	___ Credit

Additional comments on reverse side

DEVELOPMENTAL LINKAGES Knowledge of		STUDENT	EMPLOYER	COMMENTS
Occupational Information	A	✓		
Occupational Opportunities	B	✓		
Laws	C			
Related Education and Training	D			
Related Experiences	E			
Industry	F		X	
Profit vs. Loss	G	✓		
Health and Safety	H			
Pay/Wages	I			
Employee Benefits/Rights	J			
Consumer Considerations	K			
Attitudes				
Motivation/Ambition	L			
Being Responsible	M		X	
Reliable/Dependable	N		X	
Getting Along with Others	O			
Employee-Customer Relations	P			
Loyalty/Honesty	Q		X	
Initiative	R			
Competitive	S		X	
Self-Awareness				
Job Satisfaction	T			
Life Style	U			
Confidence	V			
Aptitudes	W			
Abilities	X			
Interests	Y		X	
Values	Z			
Skills				
Oral Communications	AA			
Written Communications	BB			
Following Directions	CC		X	
Productivity	DD		X	
Job Related Skills	EE			
Rules and Regulations	FF			
Taxes	GG			
Finances	HH			
Decision-Making Skills	II		X	
Planning	JJ		X	

Activity #7 TITLE: Individual Student Plan and Record

17

22

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A tally is taken of all the Individual Student Plan and Records from the class and recorded in a manner shown below:

Activity #7 TITLE: Individual Student Plan and Record

Name _____ Place of Employment STUDENT SURVEY TALLY

Semester/Year FALL

OBJECTIVES

How to Get a Job

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	34			36							31			24	21

How to Keep a Job

40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
	12			16											

How to Leave a Job

61	62	63	71	72	73	74	75
38	21	20	34	36	24	13	11

Self-Knowledge

10	12	14
8	3	2

Career Preparation

11	13	16
12	4	6

Career Decision-Making

15	17	18
22	17	

Economic Awareness

80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
20	13	19	29	3	11	18	26	42	23	5	14	19	44	43	

Input Activities

1	2	3	4	5	6	7	8	9

Major Accomplishments

- ___ New Job
- ___ Personal File
- ___ Job Progress
- ___ Raise
- ___ Promotion
- ___ Left Property
- ___ Recommendation
- ___ Future Decision
- ___ Savings
- ___ Checking
- ___ Taxes
- ___ Credit

Additional comments on reverse side

DEVELOPMENTAL LINKAGES Knowledge of		STUDENT	EMPLOYER	COORDINATOR
Occupational Information	A	36		
Occupational Opportunities	B	31		
Laws	C	35		
Related Education and Training	D	30		
Related Experiences	E	37		
Industry	F	13		
Profit vs. Loss	G	40		
Health and Safety	H			
Pay/Wages	I			
Employee Benefits/Rights	J	24		
Consumer Considerations	K			
Attitudes				
Motivation/Ambition	L			
Being Responsible	M			
Reliable/Dependable	N			
Getting Along with Others	O			
Employee-Customer Relations	P			
Loyalty/Honesty	Q			
Initiative	R			
Competitive	S			
Self-Awareness				
Job Satisfaction	T			
Life Style	U			
Confidence	V			
Aptitudes	W			
Abilities	X			
Interests	Y			
Values	Z			
Skills				
Oral Communications	AA			
Written Communications	BB			
Following Directions	CC			
Productivity	DD	44		
Job Related Skills	EE	37		
Rules and Regulations	FF			
Taxes	GG			
Finances	HH			
Decision-Making Skills	II			
Planning	JJ			

Once all the students' responses have been tallied, the teacher coordinators will have a graphic picture of employer and student initial input in terms of employability needs as illustrated on the top of the next page.

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Activity #7 TITLE: Individual Student Plan and Record

Name _____ Place of Employment STUDENT SURVEY TALLY WITH EMPLOYER TALLY

Semester/Year FALL

OBJECTIVES

How to Get a Job

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	34			36							31			24	21

How to Keep a Job

40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
	12			16											

How to Leave a Job

61	62	63	71	72	73	74	75
38	21	20	34	32	24	13	11

Self-Knowledge

10	12	14
8	3	2

Career Preparation

11	13	16
12	4	2

Career Decision-Making

15	17	18
22	12	

Economic Awareness

80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
20	13	19	28	3	11	18	2	42	23	51	14	19	44	43	

Input Activities

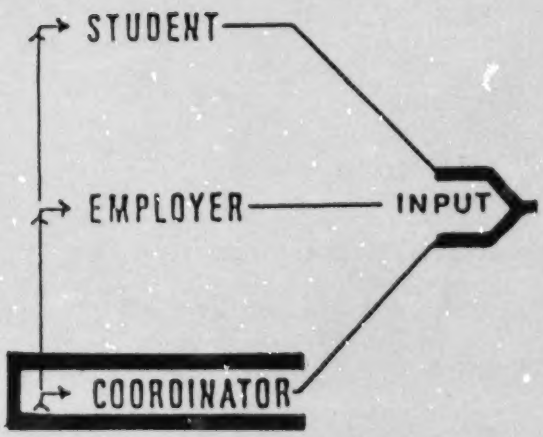
1	2	3	4	5	6	7	8	9

Major Accomplishments

___ New Job	___ Recommendation
___ Personal File	___ Future Decision
___ Job Progress	___ Savings
___ Raise	___ Checking
___ Promotion	___ Taxes
___ Left Property	___ Credit

Additional comments on reverse side

DEVELOPMENTAL LINKAGES Knowledge of		STUDENT	EMPLOYER	COORDINATOR
Occupational Information	A	36		
Occupational Opportunities	B	37		
Laws	C	33		
Related Education and Training	D	26		
Related Experiences	E	37		
Industry	F	23	20	
Profit vs. Loss	G	40		
Health and Safety	H			
Pay/Wages	I			
Employee Benefits/Rights	J	24		
Consumer Considerations	K			
Attitudes				
Motivation/Ambition	L			
Being Responsible	M		31	
Reliable/Dependable	N		33	
Getting Along with Others	O			
Employee-Customer Relations	P			
Loyalty/Honesty	Q		27	
Initiative	R			
Competitive	S		22	
Self-Awareness				
Job Satisfaction	T			
Life Style	U			
Confidence	V			
Aptitudes	W			
Abilities	X			
Interests	Y		30	
Values	Z			
Skills				
Oral Communications	AA			
Written Communications	BB			
Following Directions	CC		33	
Productivity	DD	44	33	
Job Related Skills	EE	27		
Rules and Regulations	FF			
Tasks	GG			
Finances	HH			
Decision-Making Skills	II		30	
Planning	JJ		27	



Teacher Coordinators' Initial Input

Teacher coordinators will use the same form, shown above, that identifies the employers' and students' input in graphic form to provide additional input into the work experience education instructional process.

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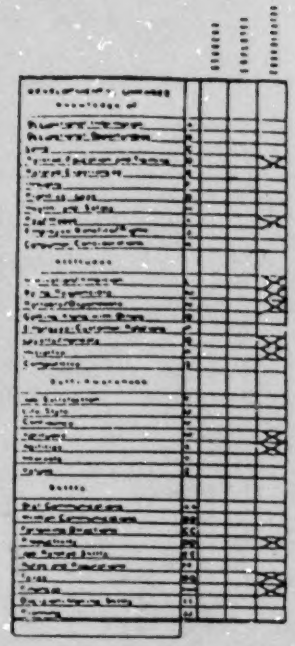
There are three sections of the form shown on the previous page that teacher coordinators use to record their initial input.

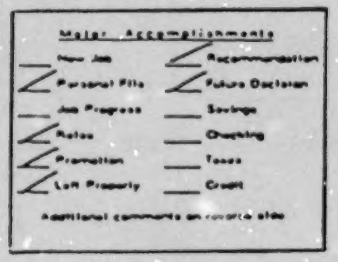


The Developmental Linkages section contains a list of employability concepts that can be used to identify student needs by marking an "X" in the column headed coordinator.

The Input Activities section includes the input activities listed by number. The diagonal line indicates that the activity has been given to the class. The teacher coordinators can further document the completion of the activity by placing the date below the activity number.

Input Activities								
1	2	3	4	5	6	7	8	9

The Major Accomplishments section is used by teacher coordinators to identify those major accomplishments that have been identified as essential for the class to achieve.



The Student Plan and Record form for the class is illustrated on the top of the next page. This form now illustrates the employability needs of the students in the class based on initial input from the employers, the students, and the teacher coordinators. This form will now be used to identify related class activities.

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Activity #7 TITLE: Individual Student Plan and Record

Name _____ Place of Employment Related Instruction

Semester/Year Fall

OBJECTIVES

How to Get a Job																
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
	34			36							31			24	21	

How to Keep a Job																
40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	
	12			16												

How to Leave a Job								
61	62	63	71	72	73	74	75	
38	21	20	34	36	24	13	11	

Self-Knowledge			
10	12	14	
8	3	2	

Career Preparation			
11	13	16	
12	4	6	

Career Decision-Making			
15	17	18	
20	19		

Economic Awareness																	
80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95		
20	13	19	29	3	11	18	2	47	23	51	14	19	44	43			

Input Activities

1	2	3	4	5	6	7	8	9

Major Accomplishments

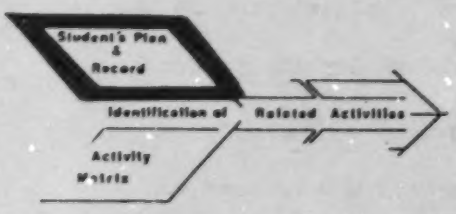
- New Job
- Personal File
- Job Progress
- Raise
- Promotion
- Left Property
- Recommendation
- Future Decision
- ____ savings
- ____ Checking
- ____ Taxes
- ____ Credit

Additional comments on reverse side

DEVELOPMENTAL LINKAGES Knowledge of		STUDENT	EMPLOYER	COORDINATOR
Occupational Information	A	36		
Occupational Opportunities	B	37		
Laws	C	35		
Related Education and Training	D	20		X
Related Experiences	E	31		
Industry	F	12	20	
Profit vs. Loss	G	40		
Health and Safety	H			
Pay/Wages	I			X
Employee Benefits/Rights	J	37		
Consumer Considerations	K			
Attitudes				
Motivation/Ambition	L			XX
Being Responsible	M		31	XX
Reliable/Dependable	N		33	XX
Getting Along with Others	O			
Employee-Customer Relations	P			
Loyalty/Honesty	Q		27	XX
Initiative	R			XX
Competitive	S		22	
Self-Awareness				
Job Satisfaction	T			
Life Style	U			
Confidence	V			
Aptitudes	W			XX
Abilities	X			XX
Interests	Y		30	
Values	Z			
Skills				
Oral Communications	AA			
Written Communications	BB			
Following Directions	CC		33	
Productivity	DD	40	33	X
Job Related Skills	EE	27		
Rules and Regulations	FF			
Taxes	GG			XX
Finances	HH			XX
Decision-Making Skills	II		30	
Planning	JJ		27	

Student Plan and Record

The class totals on the Individual Student Plan and Record shown above are used in two ways to identify related instruction activities for the class.



The first method is to select those activities that have been identified with the greatest frequency by the students.

11	13	16
12	4	6

80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
20	13	19	29	3	11	18	X	47	23	51	14	19	44	43	

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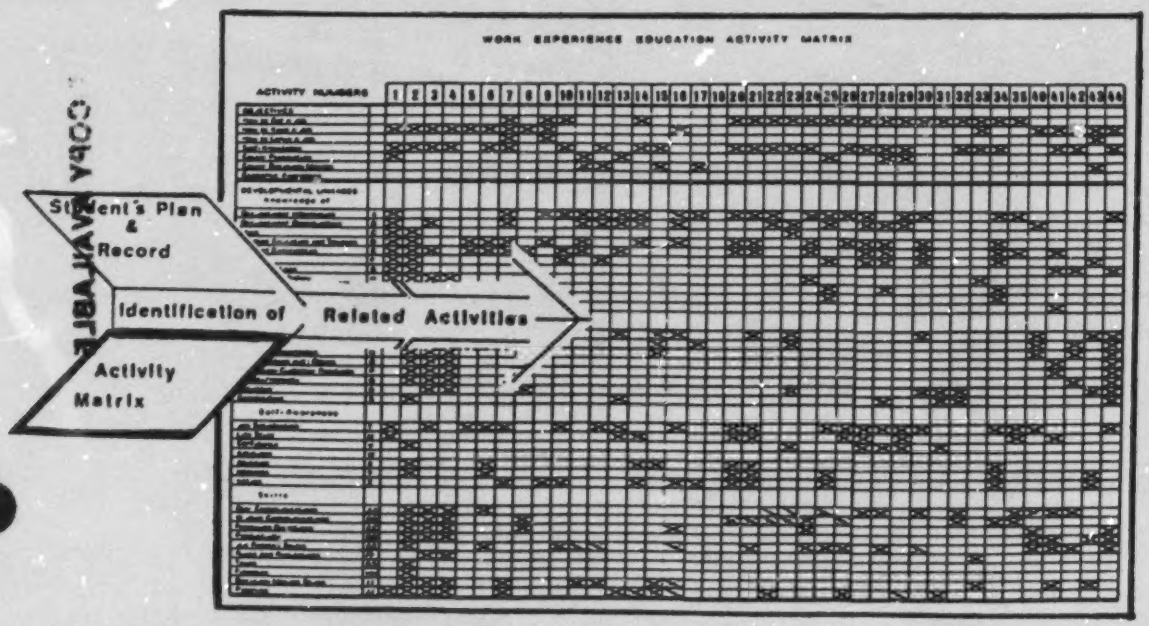
The second way is to use those employability concepts on the right side of the form that have been identified by employers, students, and teacher coordinators as student needs. These employability needs are matched with the Work Experience Education Matrix to identify additional related instruction activities.

The Work Experience Education Matrix

A two-page Work Experience Education Matrix is included in the Instructional Guide. One page identifies Activity #1 through Activity #44 across the top of the matrix and the second page covers from Activity #45 through Activity #95. The left side of the matrix lists first the work experience education objectives and then the employability concepts under the heading Developmental Linkages. Below each activity number are "X's" which identify the objectives and concepts that the activity is designed to cover. By reading from the concepts on the left across the matrix, the "X's" identify those activities that cover the concepts.



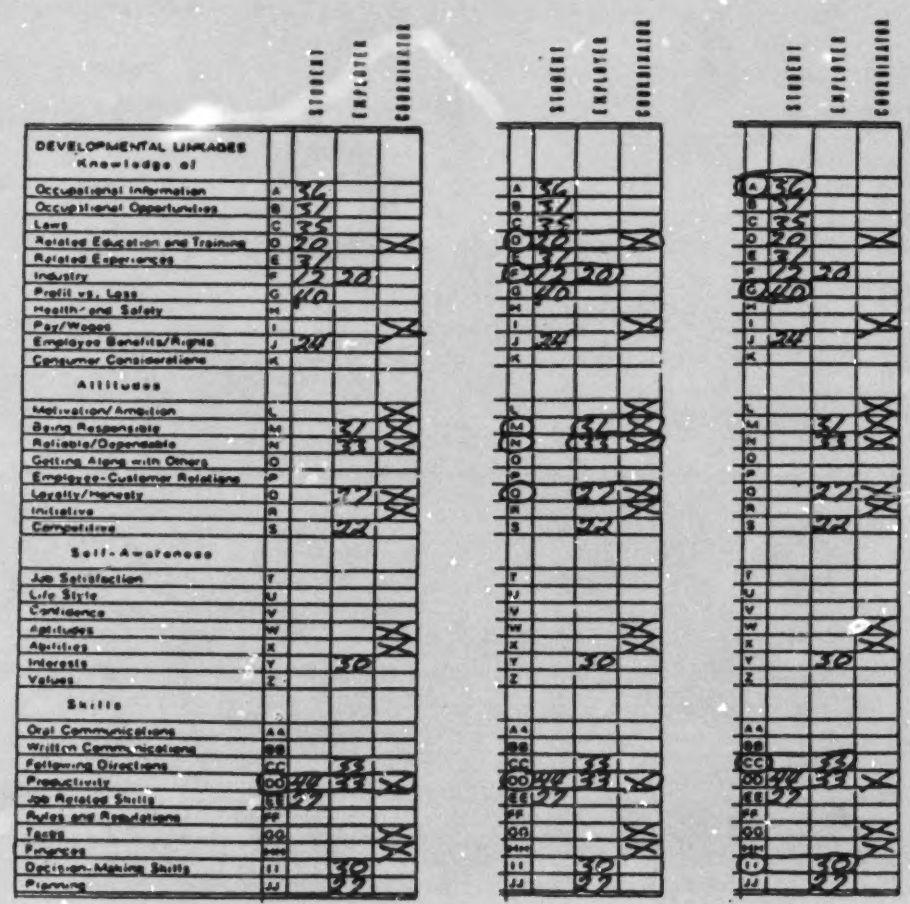
Identification of Related Activities

To begin the selection process, first review the class totals from the Student Plan and Record form and circle those concepts based on the following guidelines:

- Agreement from all three inputs: student, employer, and teacher coordinator (DD in illustration below)

- Agreement from two of the three inputs: student, employer, and/or teacher coordinator (D, F, M, N, and Q below)

- High frequency of one response from either the student or employer input (A, G, CC, and II below)



The codes A, D, F, G, M, N, Q, CC, DD, II, and JJ represent the employability concepts that have been identified to be most important and, therefore, in need of instruction and continual reinforcement.

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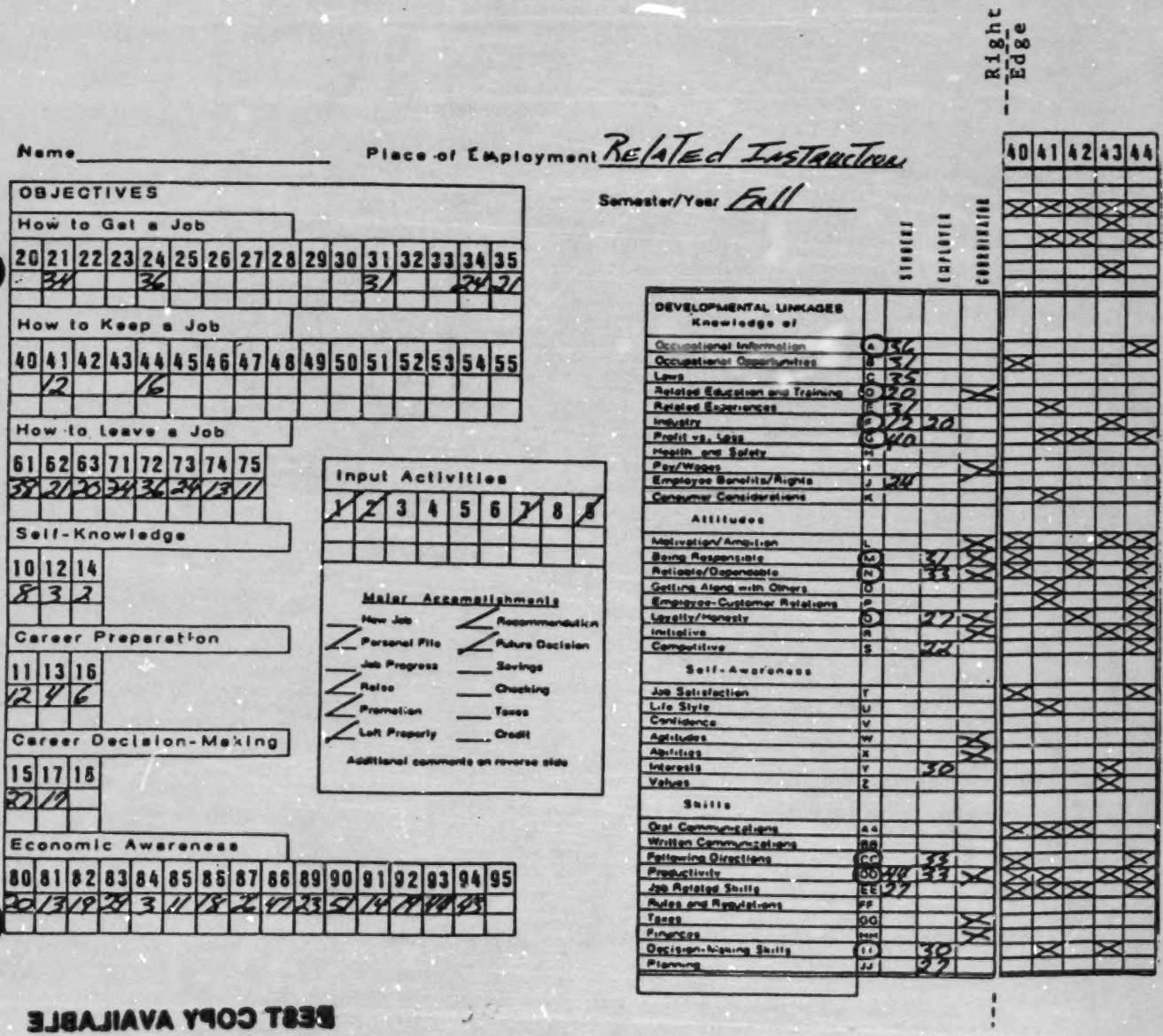
The second step in the process is to align the Student Plan and Record form with the Work Experience Education Matrix, making sure that the double lines on both forms are lined up over one another. It is also helpful to cut the right edge of the plan, as shown below, so that it is easier to see the matches. Follow the circled concepts across the matrix and list those activities that match up with "X's". The Student Plan and Record, in the illustration below, is on the edge of Activity #40 of the matrix. There are four "X"'s that match, so Activity #40 would be included in the related instruction class.



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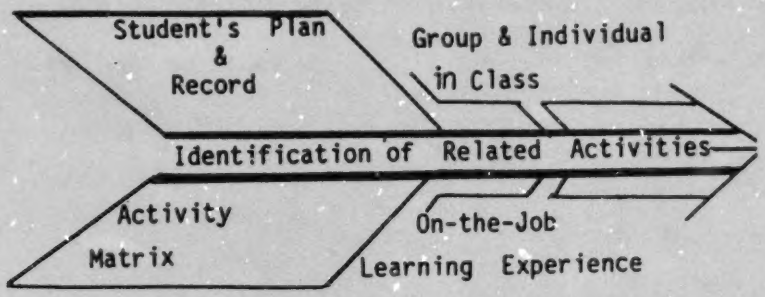
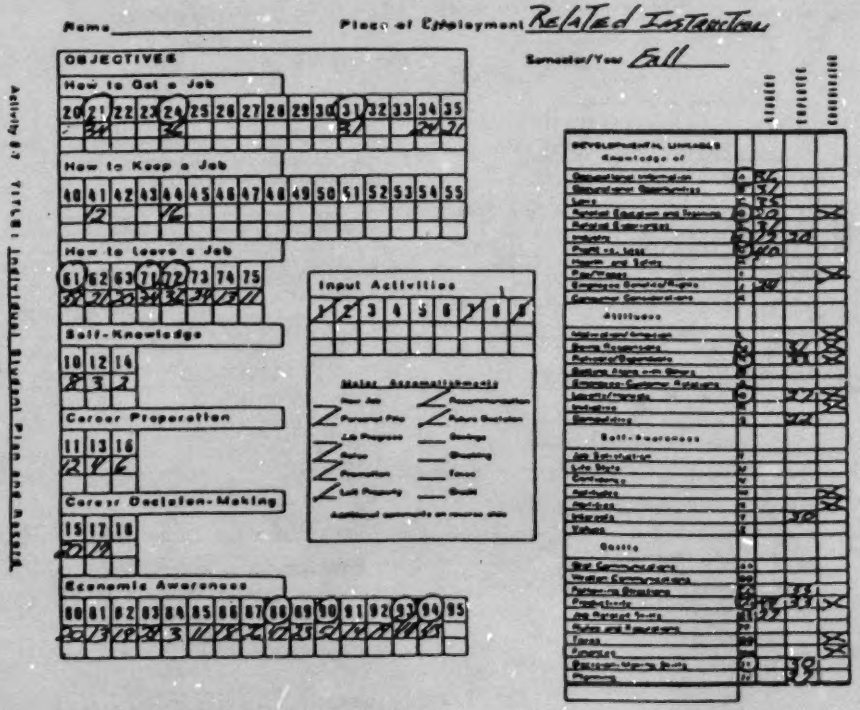
Following the same process for each activity along the matrix, the following activities have matches: #11, #21, #24, #31, #40, #44, #45, #61, #71, #72, #75, #88, #90, #93, and #94

Next, scan the left side of the Student Plan and Record. Circle the numbers which received the greatest responses. They are #21, #24, #31, #61, #71, #72, #88, #90, #93, and #94.





Assuming there will be 15 weeks for meetings during a semester, a suggested method of organizing the activities schedule is:

Review the activity numbers within the clusters. Note the frequency of

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responses recorded on the class total Student Plan and Record which appears on the previous page. The activities within the Economic Awareness goal area received the highest number of responses which seems to indicate a sense of high priority from the students. This cluster of activities should be covered in the early part of the semester.

CLASS ACTIVITIES BY WEEK

Week	Activity #	Title
Spring	#2	Employer Survey
Registration	#9	Student Profile
1.	#8	Introduction/Organization Student's Weekly Report
2.	—	Complete necessary paper work Goals of Work Experience Education
3.	#1	Student Survey
4.	#94	Checking Your Paycheck
5.	#90 #93	Your Paycheck or Where Did All My Money Go? The 1040A
6.	#88	The Budget
7.	#21	Personal Data Sheet
8.	#31	Planning to Find a Job
9.	#72 #71	A Promotion A Raise
10.	#75	The Work Skills Expected on the Job
11.	#61	The Letter of Recommendation
12.	#24	The Job Application
13.	#11	The Job Outlook
14.	#40 #44 #45	Late Again "I Got Myself Fired!" "A Stupid Detail"
15.	—	Final Examination/Conferences

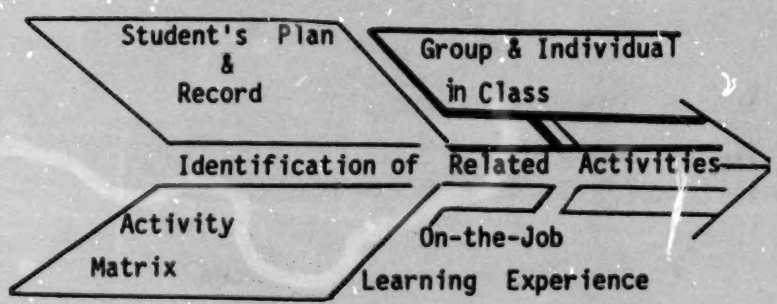
Using the Student Plan and Record form as a guide, cluster the activities identified into their proper work experience education goal area.

How to Keep a Job	Activities	#40, #44, and #45
How to Leave a Job		#61, #71, #72, and #75
How to Get a Job		#21, #24, and #31
Career Development		#11
Economic Awareness		#88, #90, #93, and #94

Review the activities from the Instructional Guide that have been selected to meet the student's employability needs. Some of the activities in the Instructional Guide may be most appropriate while others may not be suited for the class. Consider other resources such as speakers, audio-visuals, and other written materials on the same topics that can be effective for students and also add variety to the classes.

> NOTE: Selecting appropriate activities based on input from employers, students, and teacher coordinators is one essential element of a successful related instruction program. Another essential element is the knowledge the teacher coordinators have of the activities, goals, and employability concepts of work experience education which are explained in detail in the appendixes.

Class Activities for the Semester



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> Note: Activities #3, #4, #5, and #6 are usually individual activities that relate to on-the-job activities and are accomplished throughout the semester. Activity #7, Individual Student Plan and Record, is used continually.

The date on which each activity was successfully completed by the class is recorded on the class total Student Plan and Record as shown below. This form now contains the complete summary of semester activities. The student's employability needs are identified, the activities documented, and major accomplishments recorded. The individual student progress is discussed in the next part.

Activity #7 TITLE: Individual Student Plan and Record

17

Name _____ Place of Employment Related Instruction

Semester/Year Fall

OBJECTIVES

How to Get a Job

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35

How to Keep a Job

40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55

How to Leave a Job

61 62 63 71 72 73 74 75

Self-Knowledge

10 12 14

Career Preparation

11 13 16

Career Decision-Making

15 17 18

Economic Awareness

80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95

Input Activities

1 2 3 4 5 6 7 8 9

Major Accomplishments

- New Job
- Personal File
- Job Progress
- Raise
- Promotion
- Left Property
- Recommendation
- Future Decision
- Savings
- Checking
- Taxes
- Credit

Additional comments on reverse side

DEVELOPMENTAL LINKAGES		STUDENT	EMPLOYER	COORDINATOR
Knowledge of				
Occupational Information	A	36		
Occupational Opportunities	B	37		
Laws	C	35		
Related Education and Training	D	20		X
Related Experiences	E	31		
Industry	F	33	20	
Profit & Loss	G	40		
Health and Safety	H			
Pay/Wages	I			X
Employee Benefits/Rights	J	24		
Consumer Considerations	K			
Attitudes				
Motivation/Ambition	L			X
Being Responsible	M		31	X
Reliable/Dependable	N		33	X
Getting Along with Others	O			
Employee-Customer Relations	P			
Loyalty/Honesty	Q		27	X
Initiative	R			X
Competitive	S		22	
Self-Awareness				
Job Satisfaction	T			
Life Style	U			
Confidence	V			X
Aptitudes	W			X
Abilities	X			
Interests	Y		30	
Values	Z			
Skills				
Oral Communications	AA			
Written Communications	BB			
Following Directions	CC		33	
Productivity	DD	40	33	X
Job Related Skills	EE	27		
Rules and Regulations	FF			
Taxes	GG			X
Finances	HH			X
Decision-Making Skills	II		30	
Planning	JJ		27	

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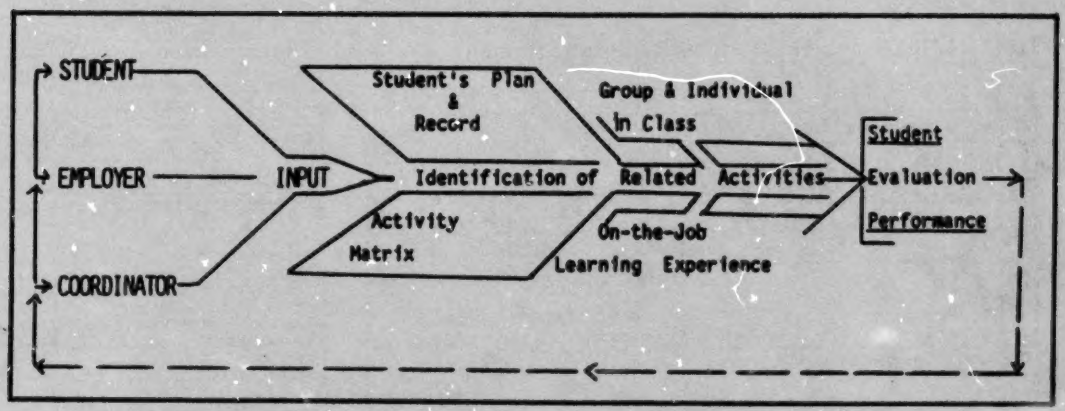
THE WORK EXPERIENCE EDUCATION INSTRUCTIONAL PROCESS

INDIVIDUAL STUDENT RECORD



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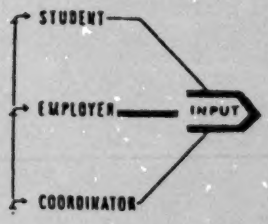
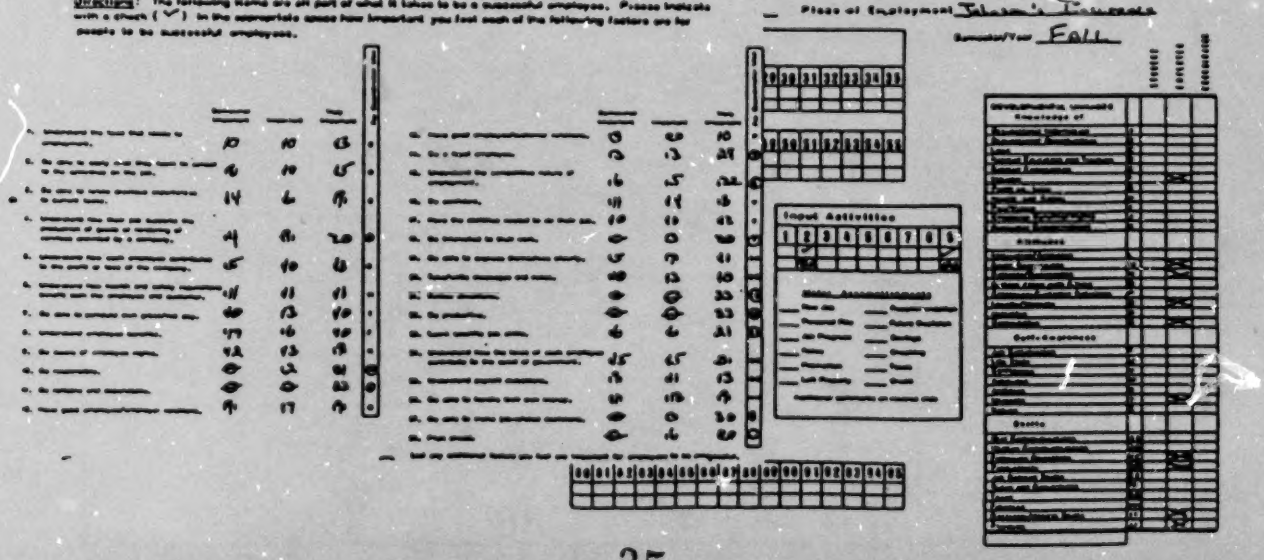
The Individual Student Record

The purpose of the work experience education process is to prepare each student to perform successfully in the world of work (to teach employability). The foundation of a work experience education program is determined by input from employers, students, and teacher coordinators as described in the previous section. The following shows how the individual employability needs for one student (Pat Smith) are both met and recorded within the instructional process.

Initial Input

The work experience education instructional process usually begins in the spring of the year prior to the fall semester. Activity #2, Employer Survey, is used to survey approximately 25% of the employers in order to identify the most important employability needs of youth. Results of the survey are shown below and on pages 13 and 14. The employability needs are then recorded on the Individual Student Plan and Record.





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It is extremely important in the work experience education process that teacher coordinators know the strengths and weaknesses of their students. Activity #9, Student Profile, provides the teacher coordinators with personal, career, and school information about their students. Pat Smith is an example of one student whose progress will be followed through the instructional process. Pat's Student Profile is shown below:

Activity #9

TITLE: Student Profile

Directions: Please fill out the following profile as completely as possible. It will serve as an application for enrollment into the Work Experience Education Program as well as providing background information for developing your learning activity plan for the course.

Personal (Please Print)

Name Smith Pat (last) (first) School City

Address 2020 N. First St (street) San Jose (city) CA 95128 (ZIP)

Social Security Number 123-77-1491 Telephone 408-277-1314

Age, if under 18 17 Height 5'4" Weight 106

List any physical defects NONE

Do you have a valid driver's license? Yes ✓ No ____

What form of transportation do you use, or will you use to and from work?

My own Car

Parent or Guardian's Name A.J. Smith Occupation Accountant

Place of Business Smith Accounting Telephone 408-277-1314

Mother or Guardian's Name Maria Smith Occupation NONE

Place of Business ____ Telephone ____

In case of emergency, notify Maria Smith Phone 408-277-1314

Address 2020 N. First St (street) San Jose (city) Ca 95128 (ZIP)

References

Use more than one number: Dr. Todd Mrs Lawson Mr. Thomas

Name	Address	Phone	Occupation/Title
Mr. Ron Jones	1F Keller St 123	277-1111	Owner Auto Repair
Todd Lawson	137 Lincoln St	510-1111	Counselor, Abbot Jr. High
Mr. Dennis Reynolds	114 Washington St	510-1111	Owner Diamond

Activity #9 Continued page 2 Name Smith Pat

School Information

Write out your current class schedule and your proposed class schedule if you are accepted into the Work Experience Education Program.

Current Schedule for Fall semester 19__

PERIOD	CLASS	TEACHER	ROOM
1	AH Govt	Todd	11
2	Eng III	Lawson	27
3	Home Ec.	Jones	21
4	Off. Prac.	Smith	18
5	Well		Com
6	Well		Com

Proposed Schedule for ____ semester 19__

PERIOD	CLASS	TEACHER	ROOM

Counselor's Name Mr. Thomas

List your vocational services that you have completed.

Course	Grade	Course	Grade
Typing I	B	Acct I	A
Bus Math	D	Bus Math	B

List courses you have been successful in and/or enjoyed taking.

Math Business Courses

List school activities, hobbies, and/or special interests.

Sports

Activity #9 continued page 3 Name Smith Pat

Plans

What is your career or occupational goal? Office/Clerical Career in business

What activity/training plans do you have after graduation? Identify those times that are appropriate to explain your plans.

Full-time job Maybe

Apprenticeship ____

University/Four-year College ____

Community College business (I think!!)

Military ____

Business College Maybe

Trade School ____

Other Part Time Job - A good paying one!

Employment

List past employment, starting with your current or last job first.

	Last Dates	Starting Pay	Starting Salary	Final Pay	Leaving Salary	Reason Leaving
Tom Johnson's Fast Food Restaurant, Supervisor, 1111 Blvd. Ave., San Jose, CA 95128 Phone: 408-111-1111	Cook, Counter, Cashier, Clean office	5-15-83	4.25 hr.	Still there	—	—
Pete Reynolds Cleaning Service, Supervisor, 1111 Blvd. Ave., San Jose, CA 95128 Phone: 408-111-1111	Clean-up supervisor (Example)	6-2-83	3.35 hr.	8-4-83	3.35 hr.	Not enough business
Tom Tim's Fast Food Restaurant, Supervisor, 1111 Blvd. Ave., San Jose, CA 95128 Phone: 408-111-1111	Front Counter Cashier	1-4-83	3.25 hr.	5-20-83	3.45 hr.	Got a better paying job

Activity #9 Continued page 4 Name Smith Pat

Who is your current employer? Johnson's Insurance

Do you wish this job to be considered for work experience education credit? yes

What days and hours do you usually work? 1-5 pm M-F

What duties do you perform? Phone, Customer Service (Answer questions - take messages) Bookkeeping Type File

Why are you interested in enrolling in Work Experience Education?

I want to learn how to get a better job - do good work at any job

If you are presently looking for a job, regardless of whether you are currently employed or not, complete the following information:

In what fields of employment would you be interested in receiving work experience? None

Circle the time you would be available for work.

Weekdays after class: M T W Th F Weekends: Sat. Sun.

Evenings: M T W Th F Weekends: Sat. Sun.

List the number of hours per week you would like to work. 20

36

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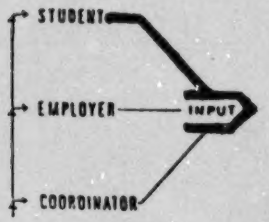
Teacher coordinators obtain additional information about the employability needs of their students from the results of Activity #1, Student Profile. Students use their own Individual Student Plan and Record, Activity #7, to record their responses to the survey. Pat's responses to the survey are shown in the example. Pat's form also includes input from the Employer's Survey. Be sure to include the X's in the employer's column of the master copy of the Individual Student Plan and Record. Employer's input will then appear on each Individual Student Plan and Record when it is duplicated for student use.



Activity #7 TITLE: Individual Student Plan and Record 17

Name SMITH PAT Place of Employment JOHNSON'S INSURANCE

Semester/Year FALL

OBJECTIVES

How to Get a Job

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35

How to Keep a Job

40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55

How to Leave a Job

61 62 63 71 72 73 74 75

Self-Knowledge

10 12 14

Career Preparation

11 13 16

Career Decision-Making

15 17 18

Economic Awareness

80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95

Input Activities

1 2 3 4 5 6 7 8 9

9/20 9/22

Major Accomplishments

___ New Job ___ Recommendation
___ Personal Pills ___ Future Decision
___ Job Progress ___ Savings
___ Raise ___ Checking
___ Promotion ___ Taxes
___ Left Property ___ Credit

Additional comments on reverse side

DEVELOPMENTAL LINKAGES Knowledge of		STUDENT	EMPLOYER	COORDINATOR
Occupational Information	A	✓		
Occupational Opportunities	B	✓		
Laws	C			
Related Education and Training	D			
Related Experiences	E			
Industry	F		X	
Profit vs. Loss	G	✓		
Health and Safety	H			
Pay/Wages	I			
Employee Benefits/Rights	J			
Consumer Considerations	K			
Attitudes				
Motivation/Ambition	L			
Being Responsible	M		X	
Reliable/Dependable	N		X	
Getting Along with Others	O			
Employee-Customer Relations	P			
Loyalty/Honesty	Q		X	
Initiative	R			
Competitive	S		X	
Self-Awareness				
Job Satisfaction	T			
Life Style	U			
Confidence	V			
Aptitudes	W			
Abilities	X			
Interests	Y		X	
Values	Z			
Skills				
Oral Communications	AA			
Written Communications	BB			
Following Directions	CC		X	
Productivity	DD	✓	X	
Job Related Skills	EE			
Rules and Regulations	FF			
Taxes	GG			
Finances	HH			
Decision-Making Skills	II		X	
Planning	JJ		X	

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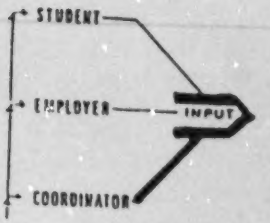
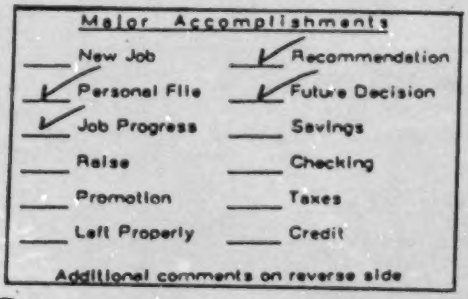
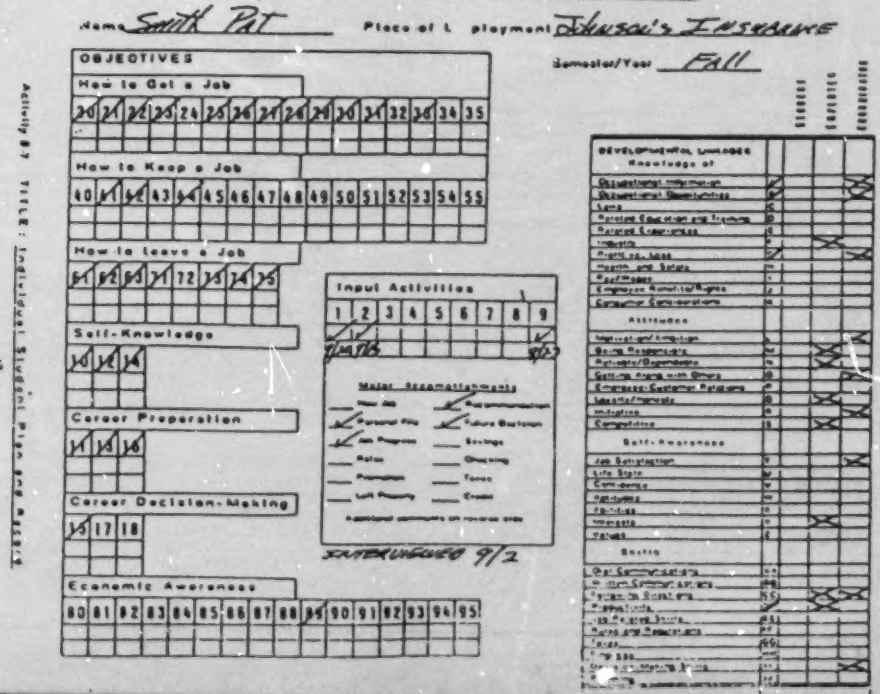
The teacher coordinator then enters additional information on Pat's Individual Student Plan and Record.



This information can come from a number of different sources--Activity #9, Student Profile, the interview with Pat, employer input, and/or school staff comments. The coordinator's column on Pat's Individual Student Plan and Record is used to record this information. Pat's goals for the work experience education process are recorded in the Major Accomplishments section of the plan. Pat's updated Individual Student Plan and Record is shown below:





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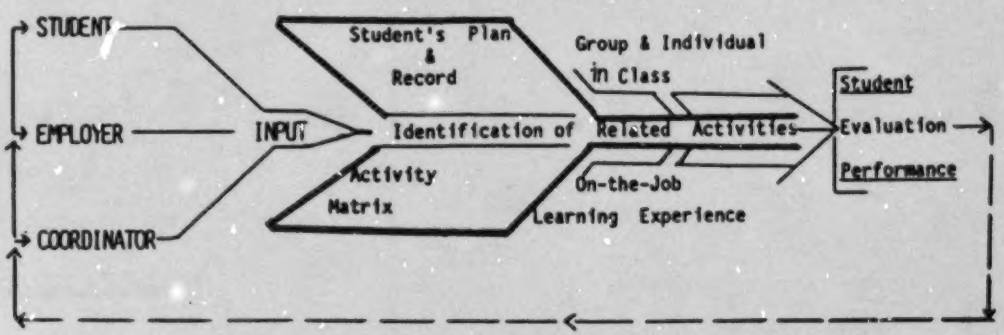
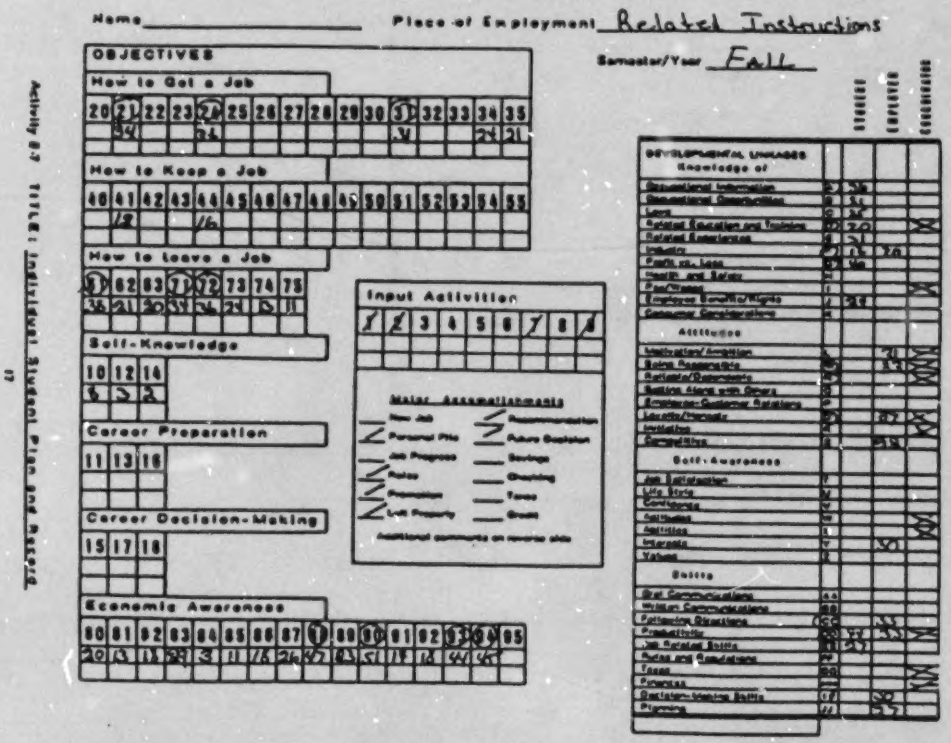
Identification of Related Activities

Related instruction activities are selected by comparing the Student Plan and Record totals from the class with Work Experience Education Matrix. This procedure is described on pages 20 to 27 of the section on the class.





As additional employability needs are identified for Pat and other students in the class from on-the-job visits and related class activities, other related instructional activities will be identified to meet these needs.

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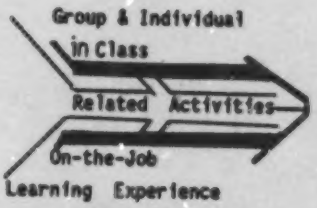
Class Activities

The related instruction activities identified for Pat and other members of the class through use of the work experience education instructional process is listed below:

CLASS ACTIVITIES BY WEEK

Week	Activity #	Title
Spring	#2	Employer Survey
Registration	#9	Student Profile
1.		Introduction/Organization
	#8	Student's Weekly Report
2.		Complete necessary paper work
		Goals of Work Experience Education
3.	#1	Student Survey
4.	#34	Checking Your Paycheck
5.	#90	Your Paycheck or Where Did All My Money Go?
	#93	The 1040A
6.	#88	The Budget
7.	#21	Personal Data Sheet
8.	#31	Planning to Find a Job
9.	#72	A Promotion
	#71	A Raise
10.	#73	The Work Skills Expected on the Job
11.	#61	Letter of Recommendation
12.	#26	The Job Application
13.	#11	The Job Outlook
14.	#40	Late Again
	#44	"I Got Myself Fired!"
	#45	"A Stupid Detail"
15.		Final Examination/Conferences



Supervision/service calls are essential for the continual input from employers to identify student employability needs that can be addressed by the teacher coordinator in the related instruction class. Supervision/Service Calls, Activity #5, and On-the-Job Learning Activities, Activity #6, are designed to help teacher cocrdinators accomplish this purpose. Activity #5 is also used to describe employer visits. The appendix on Supervision Service Calls provides the teacher coordinators with a complete description of employer visits. For example, in the initial visit to Pat's employer, it was discovered that Pat was having difficulty with customer relations (P), initiative (R), productivity (DD),

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and overall attitude. The letters in parentheses are employability codes that can be placed on Pat's Individual Student Plan and Record.

Activity # 5

Name SMITH PAT
Semester/Year Fall

TITLE: Supervision/Service Calls

Place of Employment Johnson's Insurance
Contact Person TAMI Snyder
Title Office Manager Phone 408 296-6665
Address 1920 First ST. San Jose 95128

Directions PAT @ Carlos Ave
Best Time to Call 2-4pm M-F
Student Hours 1-5pm M-F

Contacts				Date of Student Conference
Date of Call 9/15	(in-person)	phone	letter	9/20
Purpose of Call: (a) b c d e f Employee Survey and Area of TRAINING Info				
Date of Call	in-person	phone	letter	
Purpose of Call: a b c d e f				
Date of Call	in-person	phone	letter	
Purpose of Call: a b c d e f				
Date of Call	in-person	phone	letter	
Purpose of Call: a b c d e f				

Date	Learning Activities	Evaluation	Date
9/6	Attempt to improve with customer Pat	1 2 3 4 5	
9/15	Improve attitude-initiative	1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	

Purpose of Entry
a. Introduction to Work Experience Education
b. Student Progress
c. Observation of Student
d. Employer Participation
e. Coordinator Assistance
f. Problem Solving

Evaluation
1. Outstanding Accomplishment
2. Learning Activity Accomplished
3. Significant Progress
4. Some Improvement Needed
5. Much Improvement Needed

12

By reviewing Pat's answers on Activity #47 and discussing them with Pat, job progress may be evident at the time of the next supervision/service call.

By comparing Pat's employability codes with the Work Experience Education Matrix, "Just Doing My Job," Activity #47 was identified as an appropriate activity for Pat.

Name PAT Smith

"My Job"

...d Winslow High when he got his job at Robinson's ... wrapper. He was one of four meat wrappers at the ... at slow and the wrappers were caught up with the ... He usually scraped the blocks or picked up scraps of paper that dropped during the rush. The shop owner noticed Ray's extra ... gave him a raise above the usual salary for a wrapper.

Directions: Answer each of the following questions. Be prepared to share your answers with others in the class.

1. If you were Ray's boss, would you give him a raise? Why?
Ray got the RAISE because when his job was done he found work

2. Do employees always get a raise for doing a little more than is expected of them? Yes X No ___ If not, then why do more than is expected of you? unless the boss just doesn't like you !!

3. What extra effort can you make on your job? List the extra things you can do to make the business run a little smoother.
a. When I get my job done ask for more work
b. Try to get along with other employees so they give more work
c. Organize my time and jobs better so I can accomplish more work

2nd

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On-the-Job Learning Activities

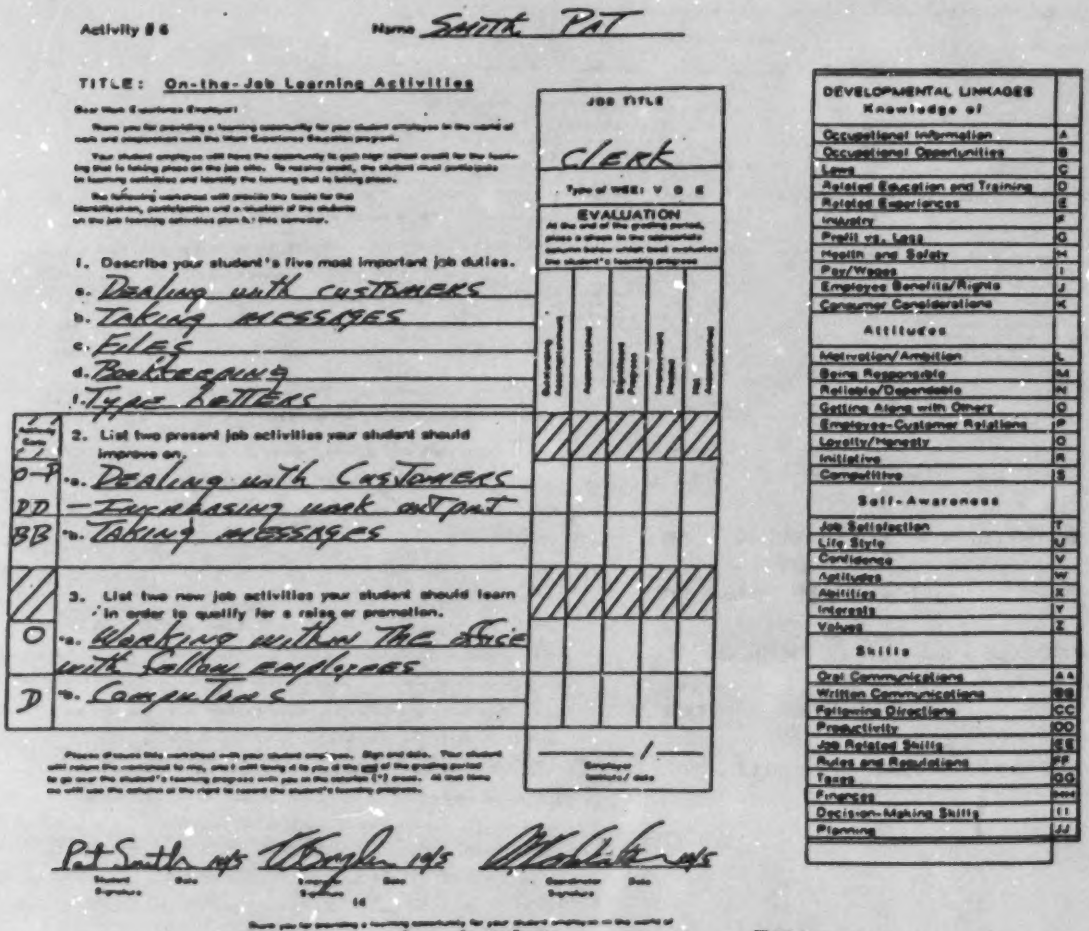
Activity #6, On-the-Job Learning Activities, is designed to do the following:

-Identify the student's most important duties.

-List those activities in which the students need to show improvement.

-Identify those activities the students need to learn in order to qualify for a raise or a promotion.

Ideas and suggestions on how to properly use this activity are discussed throughout the appendix. Pat's activity is illustrated on this page. The letters in the lower left part of the form represent the codes for the employability concepts Pat needs to either learn or show improvement in.



Activity # 6 Name Smith, Pat

TITLE: On-the-Job Learning Activities

JOB TITLE: clerk

Type of VEE: V O E

EVALUATION

1. Describe your student's five most important job duties.
   a. Dealing with customers
   b. Taking messages
   c. Files
   d. Bookkeeping
   e. Type letters

2. List two present job activities your student should improve on.
   a. Dealing with Customers
   b. Taking messages

3. List two new job activities your student should learn in order to qualify for a raise or promotion.
   a. Working within the office with fellow employees
   b. Computers

Pat Smith 1/5 1/5 1/5

DEVELOPMENTAL LINKAGES

Knowledge of	
Occupational Information	A
Occupational Opportunities	B
Laws	C
Related Education and Training	D
Related Experiences	E
Industry	F
Profit vs. Loss	G
Health and Safety	H
Pay/Wages	I
Employee Benefits/Rights	J
Consumer Considerations	K
Attitudes	
Motivation/Ambition	L
Being Responsible	M
Reliable/Dependable	N
Getting Along with Others	O
Employee-Customer Relations	P
Loyalty/Honesty	Q
Initiative	R
Competitive	S
Self-Awareness	
Job Satisfaction	T
Life Style	U
Confidence	V
Aptitudes	W
Abilities	X
Interests	Y
Values	Z
Skills	
Oral Communications	AA
Written Communications	BB
Following Directions	CC
Productivity	DD
Job Related Skills	EE
Rules and Regulations	FF
Taxes	GG
Finances	HH
Decision-Making Skills	II
Planning	JJ

These codes can then be placed on Pat's Individual Student Plan and Record form. This form can then be matched against the Work Experience Education Matrix in the same manner as described on pages 21 to 27 if the teacher coordinator feels that Pat should either have additional or different related activities.

The employer contact is then recorded on Activity #5 as illustrated. Pat was also informed of the employer contact on the same day by the teacher coordinator.

Contacts

			Date of Student Conference
Date of Call 9/15	(in-person) phone letter		
Purpose of Call: (a) b c (d) e f	Employer Survey and Plan of Training Entry		9/20
Date of Call 10/5	(in-person) phone letter		
Purpose of Call: a (b) c (d) e f	Plan of Training		10/5

On-the-job activities can be related directly to class activities with the assistance of Activity #5 and Activity #6. Activity #3, Student Evaluation, on the contrary, is an example of a related class activity that can be followed up by the employer. Pat's Self-Evaluation, illustrated on the top of the next page, indicates that improvement is needed in writing messages, using initiative, and working with other employees and customers. The teacher coordinator could list one or all of these items on Activity #5 so that the employer could evaluate student progress in these areas at a later date. Since Pat already had a number of on-the-job improvements, these additional ones were not added to the list.

Activity #5

Date	Learning Activities	Evaluation	Date
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	

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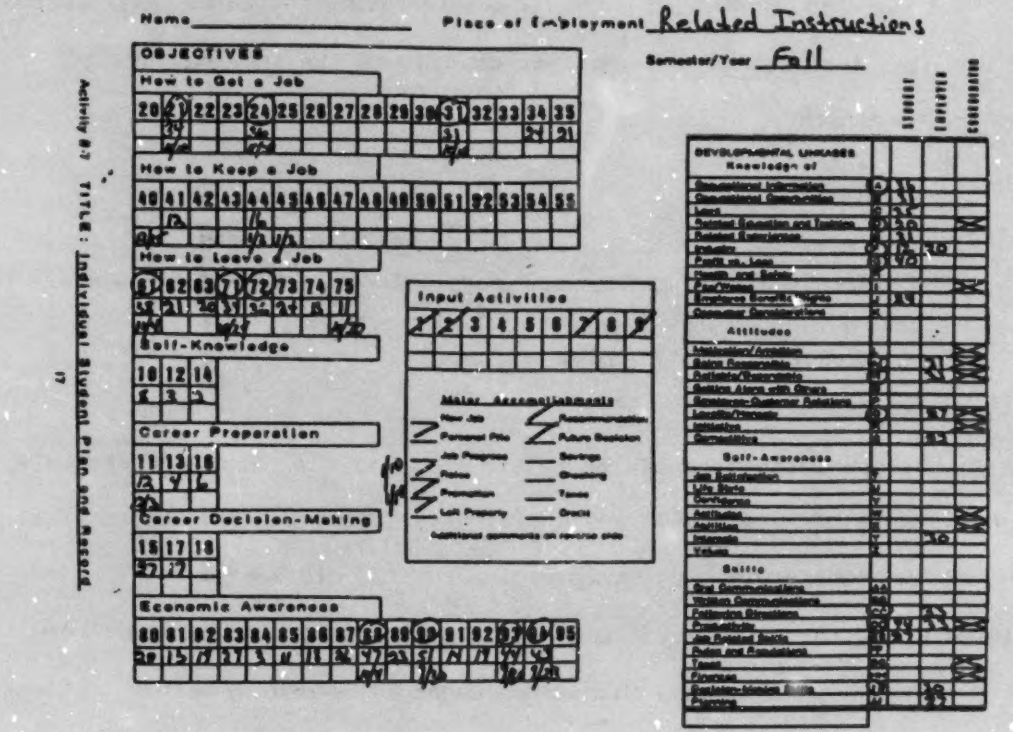
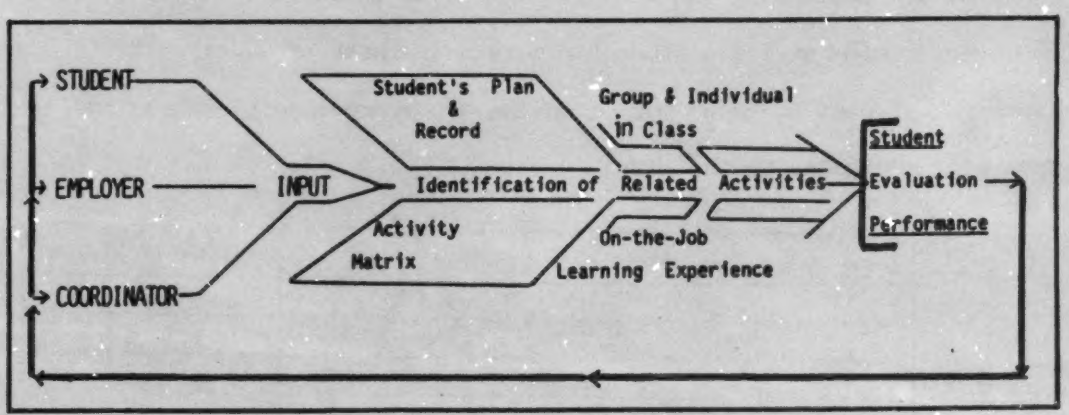
The class total Student Plan and Record form can be used to document the activities completed by the class during the semester. This information applies to all the students in the class. It does not have to be recorded on each Individual Student Plan and Record.





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Activity # 4

TITLE: Employer Evaluation

Student Pat Smith
School Local HS Semester
Employer Johnson's Insurance
Please return by Within two Weeks

Directions: Evaluate the student's progress by placing a check (✓) in the column that best indicates your rating of the student's skills, knowledge, and attitudes on the job.

	Always	Usually	Sometimes	Some Improvement Needed	Vast Improvement Needed	For Coordinator Use
- Follows the health and safety laws that apply to the job.			✓			H
- Makes an effort to learn, improve, and advance on the job.					✓	L
- Not only shows up for work on time but also begins work on time.			✓			N
- Works well with othe employees.				✓		O
- Tries to please even the most difficult customers.				✓		
- Is loyal and honest towards the company.			✓			Q
- Begins and completes job on his/her own.				✓		R
- Explains and discusses information and ideas clearly.				✓		AA
- Takes and writes messages accurately and clearly.				✓		BB
- Follows directions.		✓				CC
- Is a productive employee.				✓		DD
- Follows the rules and regulations of the company.	✓					FF
- Makes job-related decisions.			✓			II
- Organizes and plans job-related activities.				✓		JJ

- Do you feel this student has the skills, knowledge, and attitudes to qualify for a full-time position with you or some other company? Yes ✓ No ____

If not, what is needed? Improvement in finishing work when he finishes!

(If necessary, continue on reverse side.)

10/28
Date

Employer's Signature

Name Smith Pat School City
Job Site Johnsons Insurance
Week of 10/14/98 Work Supervisor Tami Snyder

Day	Date	Check In Time	Check Out Time	Total Hours
Mon	10-4	1 PM	5 PM	4
TUES	10-5	1 PM	5 PM	4
WED	10-6	1 PM	5 PM	4
THURS	10-7	1 PM	5 PM	4
FRI	10-8	1 PM	5 PM	4
SAT	10-9	OFF		
SUN	10-10	OFF		

Week's Total Hours 16
Last Week's Total Semester Hours 16
Total Hours This Semester 160

Employer Signature [signature] Date 10/15/98

Employer Remarks: (Optional)
Pat is improving in her taking message skills

Student Weekly Activities

Student Positive Behaviors

Pay Period ____ to ____
Hourly Rate $
Gross Earnings
Less Deductions:
Fed. Inc. Tax $
State Inc. Tax
F.I.C.A.
S.D.I.
Other
Total Deductions $
Net Earnings for Pay Period $

Activity # 8

TITLE Student Self-Evaluation

Name Pat Smith
Grade Level 11th Semester Fall
Employer Johnson's Insurance
Length of time on this job 1 Semester

Directions: Place a check (✓) in the column that best describes how you feel you are doing on the job in each of the following areas:

	Always	Usually	Sometimes	Some Improvement Needed	Vast Improvement Needed	For Coordinator Use
- Follow the health and safety laws that apply to your job.		✓				H
- Make an effort to learn, improve, and advance on the job.		✓				L
- Not only show up for work on time but also begin work on time.		✓				N
- Work well with other employees.		✓				O
- Try to please even the most difficult customer.		✓				
- Are loyal and honest towards the company.	✓	✓				Q
- Begin and complete jobs on your own.		✓				R
- Explain and discuss information and ideas clearly.		✓				AA
- Take and write messages accurately and clearly.		✓				BB
- Follow directions.		✓				CC
- Help make a profit for your company by being a productive employee.		✓				DD
- Follow the rules and regulations of the company.	✓					FF
- Make job-related decisions.		✓				II
- Organize and plan job-related activities.		✓				JJ

- Do you feel you have the knowledge, skills, and attitudes to qualify for a full-time position with this employer or some other employer? Yes ✓ No ____

If not, what do you need? Getting along with Customers
(Use reverse side if necessary.)

10/98
Date

Pat Smith
Student Signature

Employer feedback can also come from the Employer Evaluation, Activity #4, and Activity #8, Student's Weekly Report. The results of these activities can also be used as part of related instruction.

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Student Evaluation

Toward the end of the semester, Pat's on-the-job learning activities are evaluated as illustrated on Activity #5 and Activity #6. Employers also suggest new learning activities for the next semester.

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Activity # 6 Name Smith Pat

TITLE: On-the-Job Learning Activities

JOB TITLE: Clerk

Type of WEE: V O E

EVALUATION

1. Describe your student's five most important job duties.
   a. Dealing with customers
   b. Taking messages
   c. Filing
   d. Bookkeeping
   f. Type letters

Activity Code	2. List two present job activities your student should improve on.	Outstanding Accomplishment	Accomplishment	Significant Progress	Improvement Needed	Unacceptable
P	*a. Dealing with customers			✓		
DD	-Increasing work output					
BB	*b. Taking message			✓		

	3. List two new job activities your student should learn in order to qualify for a raise or promotion.					
O	*a. Working within the office with fellow employees			✓		
D	*b. Computers					✓

Please discuss this worksheet with your student employee. Sign and date. Your student will return the worksheet to you, and I will bring it to you at the end of the grading period to go over the student's learning progress with you in the evaluation (-) areas. At that time we will use the columns at the right to record the student's learning progress.

1-6-84

Pat Smith 1/6 Wonda 1/6 [illegible] 1/6

Student Signature Date | Employer Signature Date | Coordinator Signature Date

14

Activity # 5 Name Smith

Semester/Year

TITLE: Supervision/Service Calls

Place of Employment Johnson's Insu

Contact Person Tami Snyder

Title Office Manager Phone

Address 1920 Post St. San Di

Directions Post @ Carlos Av

Best Time to Call 2-4 pm M-F

Student Hours 1-5 pm M-F

Contacts

		Date of Student Conference
Date of Call 9/13	(in-person) phone letter	
Purpose of Call: (a) b c (d) e f Employer survey Introduced Plan of Training		9/20
Date of Call 10/5	(in-person) phone letter	
Purpose of Call: a (b) c (d) e f Plan of Training		10/5
Date of Call 11/29	(in-person) phone letter	
Purpose of Call: a (b) c d e f Overall Evaluation		12/4
Date of Call 1/6	(in-person) phone letter	
Purpose of Call: a (b) c d e f Plan of Training		1/21

Date	Learning Activities	Evaluation	Date
9/15	Pat needs to improve with	1 2 (3) 4 5	1/6
	customer relations	1 2 3 4 5	
9/15	Improve attitude - initiative	1 2 (3) 4 5	1/6
1/6	Keep learning on working	1 2 3 4 5	

within the office environment

Message: working skills, customer relations

a. Introduction to Work Experience Education
b. Student Progress
c. Orientation of Student
d. Employer Participation
e. Coordinator Assistance
f. Problem Solving

1. Outstanding Accomplishment
2. Learning Activity Accomplished
3. Significant Progress
4. Some Improvement Needed
5. Vast Improvement Needed

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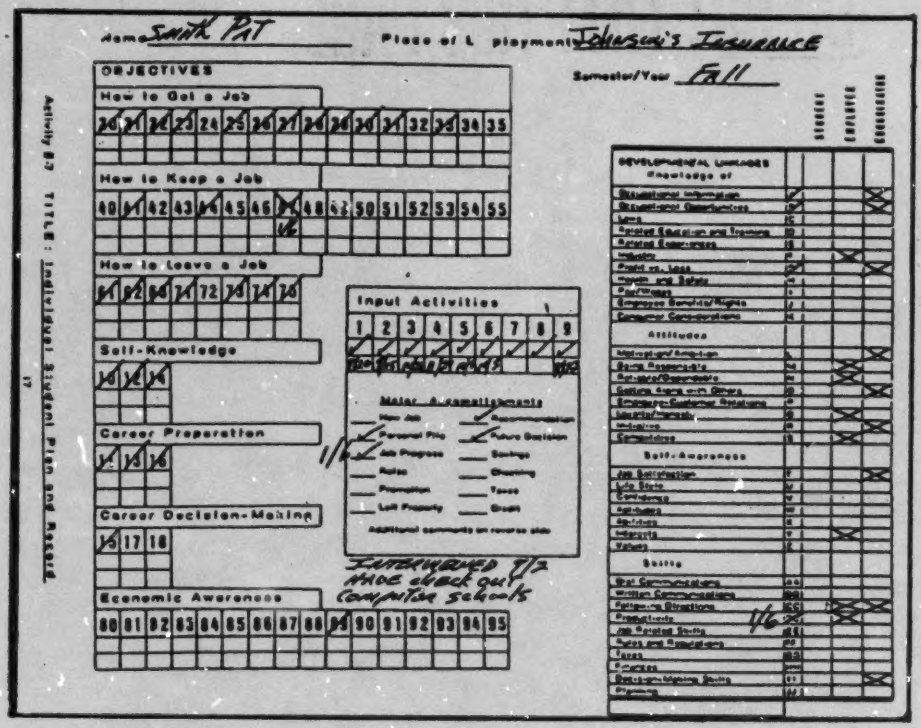
Pat Smith's Individual Student Plan and Record form shows the progress Pat has accomplished during the semester. All the activities that Pat accomplished as part of the class have been included on the class form and do not appear on this form.



The above Individual Student Plan and Record indicates Pat's performance during the past semester. The results of supervision/service calls indicate that Pat's next semester related instruction and on-the-job activities should emphasize improvement in the following areas:

(D) Related education and training
(O) Getting along with others
(P) Employee-customer relations
(R) Initiative
(AA) Oral communications
(BB) Written communications
(CC) Following directions
(DD) Productivity
(EE) Job related skills
(FF) Rules and regulations
(JJ) Planning

GOALS OF WORK EXPERIENCE EDUCATION

The goals of the work experience education program are provided to give teacher coordinators a common direction for their programs on a statewide basis. Objectives are included within this outline for the following goal areas:

The Employment Cycle
- How to Keep a Job
- How to Leave a Job
- How to Get a Job

Career Development
- Self-Knowledge
- Career Preparation
- Career Decision-making

Economic Awareness

Related activity numbers from the Instructional Guide are recommended for just about every objective. Teacher coordinators are also encouraged to use other resources available to them in the related class to help students achieve their objectives. Although some objectives can be met solely with the class activity, most objectives can only be achieved by combining the related class with the following types of activities:
- On-the-Job
- In the Community
- In the Career Center

Each objective can be evaluated by either the employer or the teacher coordinator.

Student major accomplishments are the best source of evaluation. These accomplishments are:
- making progress on their current job
- getting either a raise or promotion
- obtaining a good letter of recommendation
- leaving a job properly
- getting a new job
- setting up a personal file
- making a decision about future school/job/training
- setting up checking and/or savings account
- completing their own income tax return
- obtaining credit

ACTIVITIES				EVALUATIONS		
RELATED CLASS Activity # Recommended	ON-THE-JOB	COMMUNITY	CAREER CENTER	COORDINATOR	EMPLOYER	ACCOMPLISHMENT
#						
	X					
		X				
			X			
				X		
					X	
						A

GOAL: The Employment Cycle - How to Keep a Job

Keeping a job also means advancing on the job; learning how to get ahead, a promotion, and a raise. It is the starting point of the employment cycle. Keeping a job leads to a better job, and career and economic opportunities.

	ACTIVITIES				EVALUATIONS		
	RELATED CLASS Activity # Recommended	ON-THE-JOB	COMMUNITY	CAREER CENTER	COORDINATOR	EMPLOYER	ACCOMPLISHMENT
OBJECTIVES Employers expect their employees that have had a chance to adjust on their job to:							
- be on time for work.	#40 #54	X				X	
- complete their assigned duties on time.	#46	X				X	
- cooperate with and assist other employees.	#48 #53	X				X	
- treat even the most difficult customer with courtesy.	#41	X				X	
- use appropriate language for the job.	#53	X				X	
- write in a manner that can be read and understood.		X				X	
- follow directions.	#45 #49	X				X	
- perform job-related skills with increasing accuracy and speed.	#42 #44	X				X	
- follow rules and regulation including those of dress and appearance.	#33	X				X	
- begin and complete assignments without direction and supervision.	#47	X				X	

	ACTIVITIES				EVALUATIONS		
	RELATED CLASS Activity # Recommended	ON-THE-JOB	COMMUNITY	CAREER CENTER	COORDINATOR	EMPLOYER	ACCOMPLISHMENT
The students will also:							
- improve and progress on their jobs in those areas that employers indicate need improvement.	varied	X				X	Job progress
- recognize what is needed to get a promotion.	#72	X				X	Get promoted
- recognize what is needed to get a raise.	#71	X				X	Get a raise
- recognize why it is important to be both loyal and honest with employers.	varied	X	X		X	X	
- recognize how employees are protected on their jobs.	#84	X			X		

GOAL: Employment Cycle - How to Leave a Job

Being able to use the experience gained on one job to move to a another job is a major goal of the work experience education program. In order to accomplish this goal successfully, the following objectives have been established so that students will learn how to leave a job.

	ACTIVITIES				EVALUATIONS		
	RELATED CLASS Activity # Recommended	ON-THE-JOB	COMMUNITY	CAREER CENTER	COORDINATOR	EMPLOYER	ACCOMPLISHMENT
OBJECTIVES The students will be able to:							
- determine how long to stay on an entry-level job before considering moving on to the next job.	#43				X		
- assess themselves on-the-job to determine those attitudes, skills and knowledge that need to be improved upon in order to obtain a good letter of recommendation and/or promotion.	#72, #73 #74, #75	X			X	X	
- write a draft copy of a letter of recommendation about themselves incorporating the most important attitudes, skills and knowledge they have learned on the job.	#61				X		
- obtain letters of recommendation from appropriate persons at their place of work.	#61	X				X	Obtain a letter
- inform their employers, using proper procedures, of their intent to leave their job.	#62	X			X	X	Leave a job, properly
- write a draft copy of a letter of resignation that could be used if they choose to leave their job.	#62				X		
- recognize how to minimize the effects of being fired from their jobs.	#63				X		Keep their job

GOAL: The Employment Cycle - How to Get a Job

Since students in the work experience education program are employed, the focus of this goal is to teach students how to get their next job. The job could be a full-time position following graduation, a part-time job while attending a post-secondary school, or another part-time job in high school.

	ACTIVITIES				EVALUATIONS		
	RELATED CLASS Activity # Recommended	ON-THE-JOB	COMMUNITY	CAREER CENTER	COORDINATOR	EMPLOYER	ACCOMPLISHMENT
OBJECTIVE the students will be able to:							
- obtain and organize information about themselves, their experiences, education, references, and recommendations that is necessary when applying for a job.	#20 #21 #61		X	X	X		Personal file
- identify potential places of employment by using various community resources.	#22		X	X	X		
- plan an organized approach to contact potential employers.	#31		X		X		
- investigate industries/businesses/jobs before deciding to either apply or accept a position.	#25		X		X		
- make the initial contact with potential employers.	#23		X		X		
- complete a job application form properly.	#24 #34 #35 #63		X		X	X	
- prepare a resume suitable for the jobs that they are applying for.	#27			X	X		
- participate successfully in the entire interview process from the preparation phase to the follow-up.	#28 #29 #30 #32 #33		X	X	X	X	Get a job

GOAL: Career Development - Self-Knowledge

One learns from experiences at work. Students in the work experience education program use this knowledge they have learned about themselves when considering future occupations, training, and/or schooling.

	ACTIVITIES				EVALUATIONS		
	RELATED CLASS Activity # Recommended	ON-THE-JOB	COMMUNITY	CAREER CENTER	COORDINATOR	EMPLOYER	ACCOMPLISHMENT
OBJECTIVES The students will be able to:							
- determine their employability needs.	#1 #2 #6				X		
- assess their progress in the world of work.	#3 #4 #7 #73 #74 #75	X				X	
- determine how they adjust to different work situations.	#10 #33 #41 #42 #44	X				X	
- evaluate the type of work activities that appeals to them.	#12 #34	X				X	
- judge the practicality of owning their own business in the future.	#14	X	X		X	X	
- organize information about themselves so that they can properly complete various employment forms.	#20 #21 #22 #23 #24 #26		X		X		
- relate information about themselves to prospective employers.	#27 #28 #29 #32		X			X	
- develop a plan of action to learn more about themselves.	#15	X	X		X		
- compare their values to those values required in occupations of their interest.	value survey			X	X		
- determine those work areas in which they are most interested.	interest survey			X	X		
- discover their strongest aptitudes.	aptitude test			X	X		

GOAL: **Career Development - Career Preparation**

Many students in the work experience education program change jobs and industries frequently as they learn about the world of work. Setting goals, making good use of their experiences on the job, and making valid job changes are all part of career preparation.

	ACTIVITIES				EVALUATIONS		
	RELATED CLASS Activity # Recommended	ON-THE-JOB	COMMUNITY	CAREER CENTER	COORDINATOR	EMPLOYER	ACCOMPLISHMENT
OBJECTIVES The students will be able to:							
- recognize their employability needs.	#1				X		
- assess the job outlook for occupations and industries of interest.	#11		X	X	X		
- judge the practicality of owning their own business in the future.	#13		X		X		
- explore occupations and industries of interest.	#25		X	X	X		
- use the proper interview process for their areas of interest.	#28 #29		X			X	
- identify their own financial goals.	#89				X		
- employ their own attitudes, habits, and skills to get ahead in the world of work.	#72	X				X	Job progress

GOAL: **Career Development - Career Decision-making**

Students in the work experience education program learn to use information about themselves, their experiences on the job, and their potential options in the world of work before making **decisions that will affect their careers in the future.**

	ACTIVITIES				EVALUATIONS		
	RELATED CLASS Activity # Recommended	ON-THE-JOB	COMMUNITY	CAREER CENTER	COORDINATOR	EMPLOYER	ACCOMPLISHMENT
OBJECTIVES In order to make valid decisions about future occupational choices, students will be able to:							
- determine the most appropriate time to leave their current job.	#43	X				X	
- compare occupational opportunities between various jobs and industries.	#11		X	X	X		
- assess the type of work activities that they enjoy the most.	#12	X			X		
- determine the type of information to be included in a letter of recommendation to enhance their chances of getting a desired job.	#61	X				X	
- use a decision-making process to make occupational decisions.	#17				X		Future decision

GOAL: Economic Awareness

In the work experience education program the students learn how much they really earn on their jobs, how they pay taxes, and how to handle their money.

OBJECTIVES The students will be able to:	ACTIVITIES: RELATED CLASS Activity # Recommended	ON-THE-JOB	COMMUNITY	CAREER CENTER	EVALUATIONS: COORDINATOR	EMPLOYER	ACCOMPLISHMENT
- check the accuracy of their paychecks.	#82 #90 #94				X		
- plan how to use their money.	#88 #89				X		
- complete federal income tax forms.	#93				X		Complete form.
- check their W-2 forms for accuracy.	#92	X			X		
- complete a W-4 form and recognize how it affects their paychecks.	#91	X			X		
- open a savings account.	#87		X		X		Open a saving account.
- open a checking account.	#86		X		X		Open a checking account.
- apply for credit.	#85		X		X		Establish credit.
- recognize how employees are protected from sickness and injury.	#84	X			X		
- determine if they are eligible for unemployment insurance.	#81	X			X		
- identify those fringe benefits that they are currently receiving.	#80				X		

DEVELOPMENTAL LINKAGES Knowledge of	
Occupational Information	A
Occupational Opportunities	B
Laws	C
Related Education and Training	D
Related Experiences	E
Industry	F
Profit vs. Loss	G
Health and Safety	H
Pay/Wages	I
Employee Benefits/Rights	J
Consumer Considerations	K
Attitudes	
Motivation/Ambition	L
Being Responsible	M
Reliable/Dependable	N
Getting Along with Others	O
Employee-Customer Relations	P
Loyalty/Honesty	Q
Initiative	R
Competitive	S
Self-Awareness	
Job Satisfaction	T
Life Style	U
Confidence	V
Aptitudes	W
Abilities	X
Interests	Y
Values	Z
Skills	
Oral Communications	AA
Written Communications	BB
Following Directions	CC
Productivity	DD
Job Related Skills	EE
Rules and Regulations	FF
Taxes	GG
Finances	HH
Decision-Making Skills	II
Planning	JJ

APPENDIX B

EMPLOYABILITY CONCEPTS

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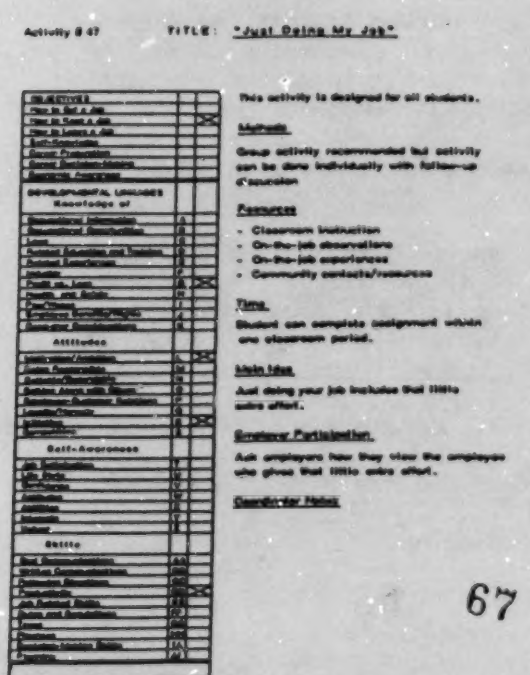
Developmental linkages are employability concepts that are the core of the work experience education instructional process. They are often referred to as employability concepts. Regardless of what they might be called, they are a most important aspect of the instructional process. Teacher coordinators need to be as familiar with these concepts as they would be of any course content they would be teaching. They are the link between the employability needs of the students and those related instruction activities identified to meet these needs. These concepts are developmental. This means that they need to be reinforced throughout the instructional process. This is one major reason why teacher coordinators need to be so familiar with them.

The employability concepts are listed on the title page of each activity in the column headed Developmental Linkages. For example, Activity #47, "Just Doing My Job", is designed to cover profit and loss (G), motivation/ambition (L), initiative (R), and productivity (DD). These concepts need to be covered because this activity was selected for use in the class to meet these employability needs of the students.



Activity # 47 TITLE: "Just Doing My Job"

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- Community contacts/resources

Time

Student can complete assignment within one classroom period.

Main Idea

Just doing your job includes that little extra effort.

Employer Participation

Ask employers how they view the employee who gives that little extra effort.

Coordinator Notes

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Activity # 47 Name_____

TITLE: "Just Doing My Job"

Ray was a junior at Winston High when he got his job at Peterson's Meat Market as a meat wrapper. He was one of four meat wrappers at the market. When things got slow and the wrappers were caught up with the butchers, the wrappers usually sat down and had a coke. Ray very seldom sat down. He usually scraped the blocks or picked up scraps of paper that had been dropped during the rush. The shop owner noticed Ray's extra effort and gave him a raise above the usual salary for a wrapper.

Directions: Answer each of the following questions. Be prepared to share your answers with others in the class.

1. If you were Ray's boss, would you give him a raise? Why?

_____

_____

_____

2. Do employees always get a raise for doing a little more than is expected of them? Yes___ No___ If not, then why do more than is expected of you?_____

_____

_____

_____

3. What extra effort can you make on your job? List the extra things you can do to make the business run a little smoother.

a._____

b._____

c._____

d._____

e._____

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The answers to the questions on page 2 of this activity will vary among students. The teacher coordinator uses a follow-up discussion with the class to allow students to bring out the concepts of the activity:

- Roy should be recognized for his very high productivity.

- Employers like employees such as Roy because they increase the chances of making a greater profit. Profits usually mean more jobs. Financial losses, on the other hand, mean loss of jobs.

- Roy showed a lot of initiative because he really wanted to keep his job.

- Roy's motivation to do a good job might lead to a raise or a promotion. Will the motivation of other employees be considered?

- Roy is giving an honest day's work for his pay. His doing so could easily lead to a good letter of recommendation to help him get a better job in the future.

Four important points need to be emphasized about related instruction activities.

1. The purpose of doing activities like "Just Doing My Job" is not to have students turn in written assignments for credit but to illustrate to students how they can get ahead on their job and in the world of work.

2. Each activity needs to be followed up. If the activity is done individually, then a short discussion with the student should be part of the activity. It is recommended that group discussions be part of the activity whenever possible.

3. Each employability concept needs to be reinforced as often as possible.

4. Employability concepts marked with an X on the title page need to be covered as part of the activity. Other concepts can be discussed in addition if the occasion arises. Including honesty as part of Activity #47 is an example of this.

A description of all the employability concepts are contained on the following pages. In addition, some ideas and suggestions about each concept are included to assist the teacher coordinator.

DEVELOPMENTAL LINKAGES

Concept	Description	Ideas/Suggestions
A. Occupational Information	The duties, tasks, physical demands, and working conditions of a job Information obtained from printed material, audiovisual materials, and/or personal contacts	Information about occupations is necessary to help one make future occupational decisions.
B. Occupational Opportunities	The outlook regarding what type of jobs will be available in the future through private industry, government agencies, unions, and the military Full- or part-time jobs, career centers, labor market information, personal contacts, magazines, and newspaper articles	Information about jobs in the future should be considered before a person decides on a training program or school major.
C. Laws	Federal and state regulations pertaining to minors, discrimination, wages, hours, work conditions, and sex harassment on the job	Knowledge about laws can help one in applying for a new job and keeping a job.
D. Related Education and Training	Those school courses, programs, and training necessary for a particular job; i.e., training to be an engineer or auto mechanic	Having an occupational goal in mind is important when making decisions about schools, training, and so forth.
E. Related Experience	Those types of work experiences and other community experiences necessary for a particular occupation; i.e., managerial or medical occupations	Having an occupational goal in mind will help one decide on part-time jobs and voluntary efforts in the community.
F. Industry	Knowledge of business/jobs related to the same economic concepts; i.e., knowing how to run to a store as opposed to a skill of operating a cash register; understanding how all jobs support the production of goods or rendering of services in a business; knowledge of other business in the same economic fields	Knowledge of an industry is essential to progress on the job. The writer becomes an editor. The clerk becomes the store manager. The carpenter opens a contracting company. The police officer becomes the Chief.

DEVELOPMENTAL LINKAGES

Concept	Description	Ideas/Suggestions
G. Profit vs. Loss	The purpose of going into business; making a profit Those factors that make it possible for business to be profitable and those that cause businesses to lose money	Businesses that make profits usually hire people. Those that lose money have to let employees go. Doing what one can do to help a business can help a person keep a job.
H. Health and Safety	Those regulations designed to protect employees from unnecessary hazards on the job; noise, fumes, stress, faulty air conditioning, and so forth	A person that has a good attendance record at work is a healthy person. A good record helps an employee keep a job as well as get a better job. Businesses that have good safety and health records usually stay in business, assuring employees that they can keep their jobs.
I. Pay/Wages	Figuring the difference between gross pay and net pay and knowledge that pay scales vary between industries, occupations, and businesses	Amount of wages usually paid for an occupation or in an industry should be taken into consideration in determining career plans.
J. Employees Rights/ Benefits	Those elements of employment that vary among businesses and industries; health plans, promotion policies, flex-time schedules, sick leave, and so forth	Many occupational decisions are based primarily on hourly pay or salary. Benefits such as health plans are worth a lot of money. Vacations and sick pay can also be included as a money item to consider.
K. Consumer Consideration	Satisfying the needs and concerns of the customers	Treating customers like you would like to be treated as a customer can only help the business and secure jobs.
L. Motivation/ Ambition	Demonstrating that one wants to learn, improve, accept challenges on the job, volunteer for new assignments	Employees that are motivated and are ambitious are the ones that usually get the promotions, raises, and better jobs in the future.

DEVELOPMENTAL LINKAGES

Concept	Description	Ideas/Suggestions
M. Being Responsible	An attitude that one has to get job assignments completed on time without constant reminding and supervision	Are you a responsible employee? How do you know? Does your employer feel comfortable when you are given an assignment? Do you always have to be reminded to get your work done? How these questions are answered will determine if you keep a job or get a raise.
N. Reliable/ Dependable	One that gets to work on time always gets the work done properly and on time, and is very seldom if ever absent from work	Does the employee that is constantly late get a raise? Or does the employee get fired? Does the employee that makes excuses for everything get promoted? Are you closer to getting fired or getting a raise?
O. Getting Along with Others	One that cooperates with fellow employees and supervisors for the good of the business	Do you get along with others at work? Do you follow your boss's suggestions? Do you complain about your assignments? Do you blame others for your mistakes? The answers to these questions could determine your future with the company.
P. Employee/ Customer Relations	One that has the composure to treat all customers with respect and courtesy; understands that customers are necessary for continued business	Who is the real boss? If you answered, "customer," then you know why they are so important. Without customers you could easily lose your job.
Q. Loyalty/ Honesty	One that is faithful to the business; trustworthy to the boss	How do you steal time from your business? Have you ever heard someone "bad mouth" his/her company? What did you think? Can it have an effect on keeping a job? One that is not honest with or loyal to an employer will have a much more difficult time getting another job. Why?

DEVELOPMENTAL LINKAGES

Concept	Description	Ideas/Suggestions
R. Initiative	One that starts and completes a task properly without direction because it needed to be done	Do you stand around a lot on your job? If you do, don't expect a raise or promotion. Do you believe there is always something to do on the job? You should, if you are going to get ahead on this job or your next one.
S. Competitive	One that makes every effort to be the best, to get ahead, to be successful Understands that if one business does not satisfy a customer another business will	Who are your major competitors? If you don't get the next promotion, who will? Why?
T. Job Satisfaction	One that feels good about the job; has a sense of pride When having a job means more than just the money	Is your current job worthwhile? Why? How could it be better? Do you know the type of job that will make you happy? How do you know? Is your decision based on fact?
U. Life-Style	Realizing that the type of occupation one selects will dictate the type of family, leisure, and social activities in which one can participate	Have you decided on your future occupation? Are you considering any plans? Should you consider other elements besides the job? i.e., Where would you live? Would you have to travel? Would you have enough time for your favorite leisure activities?
V. Confidence	One that believes a job can be accomplished One that continually demonstrates the knowledge and skills to get the job done	What is confidence? Is it important? How can one gain confidence? Is confidence important to getting ahead?
W. Aptitudes	The ease of learning to do something An ability to learn Different aptitudes that are necessary for various jobs	Do you know your aptitudes? Is it important to know your aptitudes when deciding on your future occupational career? How do you find out your aptitudes?

DEVELOPMENTAL LINKAGES

Concept	Description	Ideas/Suggestions
X. Abilities	Those job-related duties one can perform on the job; i.e., operate a cash register, sell a dress, fix the brakes on a car, repair a T.V., and so on	What abilities do you have? What abilities do co-workers have that you do not have? Can you learn them? What abilities will you need to have for your future occupational choice? What is the difference between ability to do something and having the aptitude to do it?
Y. Interest	Those things that hold one's attention about a job; i.e., helping people, working with tools, making decisions, working outdoors, working with autos, working around a farm, and so on	What type of work interests you the most? Are you interested in your current job? Is there anything that interests you about your current job? Working with people? tools? How can you be sure that you will be interested in your next job? Your occupational career choice?
Z. Values	Those qualities that are significantly important to cause one to make certain decisions either about their present job or future career choice; i.e., having lots of money, helping others, having power, being healthy	What values are necessary for your present job? What values are essential for your future occupational choice? (Discuss values needed for different occupations; i.e., pilot, salesperson, farmer, doctor, mechanic, and so on)
AA. Oral Communication	The skill to use proper language on the job so that one can be clearly understood by customers, fellow employees, and supervisors; i.e., in-person conversations as well as those over the phone	Do you have difficulty using proper language on your job? What is proper language for your job? How do you answer the phone at your job? Have you ever called a business and been impressed by the way the phone was answered? Why were you impressed? Have you ever not been impressed? Can this affect a business? Is proper communication necessary to keep a job?

Concept	Description	Ideas/Suggestions
BB. Written Communication	The skill to write using proper English, correct spelling, and readable writing so that the message can be understood by customers, employees, and supervisors	Written communications skills are usually required to get higher paying jobs. Have you ever received a written message you could not read or understand? What did you think? Will employees that send letters with misspelled words be able to keep their jobs? Why?
CC. Following Directions	The skill to be able to either read or listen to a set of instructions and then complete the assignment properly	Have you ever done an assignment at work that had to be done over again? Who was at fault? Why? Would an employee that cannot follow directions be able to hold a job?
DD. Productivity	The amount of work one produces in a specific time How well a person works	Why do productive persons get raises? Is it because they help the business make a profit? This is one sure way to keep a job.
EE. Job-Related Skills	Those specific job-related abilities needed to do a job properly, including skills in applying math fundamentals Varied abilities among jobs; i.e., operate a cash register, cook a meal, fix an engine, and so on	What specific skills do you need for your job? Can you improve in any of these skills? Do you have the job-related skills to get a promotion? How can you learn them? What skills do you need to learn to obtain better jobs in the future?
FF. Rules and Regulations	Those written procedures and also those that are understood that need to be followed on a job; i.e., ordering procedures, proper dress and appearance, and so on	Can you think of two rules you have to follow on your current job? Why does a business have rules? Do you agree with those at your job? Why do many businesses want employees to have a certain appearance? Does it help business? Do people who cannot follow rules and regulations usually lose their jobs?

DEVELOPMENTAL LINKAGES

Concept	Description	Ideas/Suggestions
GG. Taxes	The skill to be able to complete federal and state tax forms Knowledge of how taxes are paid	Have you ever completed a federal income tax return? Did you need help? Why are taxes deducted from salaries?
HH. Finances	The skill to be able to handle money correctly Knowledge of credit, budgets, and banks	Do you have credit? Can you get credit? What is the purpose of a savings account? What is the purpose of a budget? Do you have your own budget? Does your place of business have a budget? Why?
II. Decision-making Skills	The ability to make job-related decisions or decisions about future career options by considering all the facts first and understanding the consequences of the action	Have you decided on your future career? What do you need to consider? Are you allowed to make any decisions on your job?
JJ. Planning	The skill of knowing what steps need to be taken in order to accomplish a task Managing one's time; setting short-term goals	Do you have a career objective? How do you plan on achieving your objective? Do you want a promotion at your current job? Do you have a plan how this can be accomplished?

APPENDIX C

SUPERVISION SERVICE CALLS

The work experience education process is dependent on effective supervision/service calls. Each call to an employer can have one or more of the following purposes:

- Introduction to work experience education
- Student progress
- Employer participation
- Coordinator assistance
- Problem solving

The Introductory Call

A visit to a new employer should be made as soon as possible after the student has completed the necessary paperwork to enter the program. The employer should be called in advance to verify the student's employment and to set a date for a brief introductory meeting. Although not always possible, one should try to arrange the meeting at a time when the student is working.

At the meeting, the teacher coordinator should first explain that the purpose for the meeting is to describe the purposes of the program. In doing this, the teacher coordinator should emphasize the following points:

- The purpose of work experience education is to teach employability.
- Work experience education is an instructional process. The employer assists by identifying those attitudes, skills, and knowledge the student will learn on the job. The student is paid for the work done on the job. School credit is granted for the learning that takes place.
- Activity #6 is completed.

Other points that could be covered during the introductory call include the following:

- An explanation of the weekly time cards or wage and hour reports
- The fact that the employer will be asked to evaluate the student's overall job performance later in the semester

The employer should know when and how to contact the teacher coordinator. The employer and teacher coordinator should establish the best time for follow-up supervision/service calls.

Student Progress

Discussing student progress with an employer takes preparation on the part of the teacher coordinator. Two or three questions that might help trigger a good discussion about the student are essential in the planning of the training process.

Ideas for questions to ask about students can be generated from a number of sources, such as the following:

- Conversations the teacher coordinator has had with the student in the past
- The teacher coordinator's review of the student's past evaluations and surveys
- Comments the student might have made during the related class discussions

A complete list of possible questions for the employers can be found in Appendix E, Questions for Employers.

During the supervision/service call, the teacher coordinator must come away with at least one on-the-job activity which the student is going to learn in the coming weeks. This is a minimum.

Employer Participation

The challenge for teacher coordinators is to make employers feel that they are contributing more than a job to the program. The collective wealth of information and resources that employers can provide the program is unlimited. Asking employers questions regarding any of the curriculum areas during a supervision/service call is an excellent way to allow employers to contribute to the program.

QUESTIONS TO ASSIST CURRICULUM DEVELOPMENT

How to Get a Job

- Do you have a sample application to share with the students in the program?
- What do you look for in an interview?
- What consideration is given to past experiences?

How to Keep a Job?

- When was the last time you fired an employee? Why?
- What do you do about employees who are constantly late?
- May I have a blank copy of your employee review form?

How to Leave a Job

- Do you write letters of recommendation?
- How much notice do you expect from an employee who is planning to leave?
- Do you promote part-time employees?

Career Development

- What is the job outlook in your industry?

- What is the most important quality for a person to have who is planning to open a business?

- What do you look for in a full-time employee that you do not look for in a part-time employee?

Economic Awareness

- How does absenteeism affect your place of business?

- How do you calculate base salary and raises?

- How do you handle credit for those under eighteen years of age?

Some employers can be involved in the program to an even greater extent. One or two might serve on the advisory committee. Others might visit the school during the year. They could be used as a resource for the related class or in the career center. They should encourage employers to participate in a delta conference whenever possible. A delta conference brings the student, employer, and teacher coordinator together to discuss job-related problems.

Coordinator Assistance

The teacher coordinator can be of assistance to an employer in two major areas:

Job Placement - The approach for job placement can be something like the following: "I know of a couple of students interested in working in your industry. If you have any openings, let me know. I will be glad to prescreen them and send a couple over for an interview." An active placement program is essential for all work experience education programs.

Labor Laws - Some employers may need information regarding labor laws, especially those affecting sixteen- and seventeen-year old students.

Problem Solving

Problem calls are part of the job of being a teacher coordinator. Such problems generally fall into the following areas:

Employer-employee disagreements - Disagreements can occur over school regulations, hours of work, pay, assignment, duties, time off, or job satisfaction.

Employee problems - Problems might arise in areas of attendance, quality of work, personality, cooperation with others, basic skills, drug use, theft, and sexual activity.

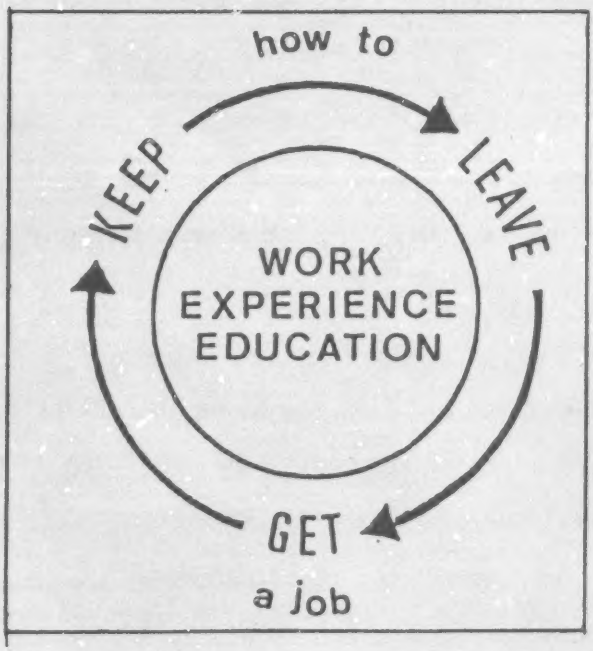
Employer abuse - Cases of employer abuse generally involve work permits, state and federal labor laws, and Industrial Welfare Commission orders.

There is no magic answer for each type of problem. Every problem is an individual situation. Experience is the best teacher. Sharing ideas with other teacher coordinators and attending conferences and in-service training sessions sponsored by the California Association of Work Experience Education (CAWEE) and local chapters of CAWEE can be of assistance. The following can be used as a guide in solving the preceding problems:

- For those problems that need some give and take, the teacher coordinator should act as a mediator. The options can be identified and the parties decide the solution.

- Assuming that in many cases the students are going to lose their jobs anyway, a good approach is to ask, "What can be done that will benefit the student the most?" The students should always be told why they were fired.

- Many times employers are not familiar with the labor codes affecting minors. A good approach to use when there is a violation is to say, "Just in case the labor commissioner becomes involved, this is the situation..."



APPENDIX D

ON-THE-JOB LEARNING ACTIVITIES

How many time have you entered a store and the salesperson greeted you by saying, "May I help you?" Almost inevitably your answer will be, "No" thank you, I'm just looking!" The same analogy can be applied to work experience education coordinators who open their supervision/service calls by asking employers, "How's Johnnie doing?" The employers will frequently answer, "Fine. In fact, he is just great." This type of approach by teacher coordinators and reply by employers does not further the plan of training process.

Effective supervision/service calls are a necessary element in the work experience education process. Activity #6, On-the-Job Learning Activities, begins the process. The students' duties are listed first. This information can be obtained either from the teacher coordinator, the employer, or the student.

- Teacher coordinators can list the students' duties on the activity for occupations and businesses they are familiar with. These duties should, however, be verified during the first employer contact.

- Employers inform the teacher coordinators of the students' duties during the initial contact. This method is highly recommended.

- Students can list their duties during a related class session. If this method is used, the duties should be verified during the first employer contact. Teacher coordinators should also provide directions for the students during the class. For example, the following type of

questions might be asked to help the students stimulate thoughts about their jobs.

MATH
- Do you do any math on your job?
- Do you do any measuring?
- Do you deal with fractions or decimals on your job?

COMMUNICATIONS
- Do you fill out forms?
- Do you write messages on your job?
- Do you talk with customers?
- Do you listen to customers?
- Do you copy information as part of your job?
- Do you read directions?

DUTIES
- Do you carry objects or products on the job?
- Do you price items?
- Do you handle products? Merchandise?
- Do you operate machines? Cash register?
- Do you use tools on the job?

The next part of Activity #6 is to have the employers identify those duties that the students need to learn in order to get a raise or a promotion. These types of questions, however, will probably also be an important part of most supervision/service calls.

Obtaining this type of information is not always easy. It takes experience that teacher coordinators can gain by doing effective supervision/service calls. It also takes personal knowledge about the students. This knowledge is needed so that teacher coordinators can ask

questions to help initiate meaningful conversations with employers. The interaction that takes place between the teacher coordinators and employers is the key to the success of the work experience education plan of training process. Teacher coordinators should prepare two or three questions about each student before making the supervision/service call. This can usually be done by reviewing evaluations, surveys, and listening for comments that students are making about their work.

For example, one question frequently asked by teacher coordinators is, "What future does Mary have at your place of business?" This is a good question to ask because it usually results in the employer providing direction about Mary's future to the teacher coordinator.

One employer might reply by saying, "We really like the work Mary is doing, but I am afraid we are going to have to let her go after ski season." Mary's employability needs have changed. Her related instruction should focus on activities that are designed for leaving a job and getting the next job.

On the other hand, another employer might say something like the following: "If Mary keeps on improving, we think she has an excellent chance of entering our management training program next year! Perhaps Mary never really gave this type of work any serious thought. But it is an option that she should consider when planning her future. Her on-the-job activities should concentrate on learning new duties and improving on others that have been identified by her employers. Her related class sessions should include activities that focus on planning and decision making.

APPENDIX E

QUESTIONS FOR EMPLOYERS

The initial questions that teacher coordinators ask employers while making their supervision/service calls should focus on the employability needs of the students. Teacher coordinators can usually determine two or three questions relative to the needs of the students prior to supervision/service calls by following these suggestions:

- Make note of any comments the students might have made about their work either in class or in private discussion.

- Review the students on-the-job learning activities, surveys, and past evaluations from previous supervision/service calls.

- Have the students complete Activity #3, Student Self-Evaluation, in advance of the supervision/service call. Make note of those areas the students have marked the lowest, and then use this information as a basis for the initial questions.

The following pages contain a number of questions that teacher coordinators can ask employers regarding their students. These suggested questions cover work habits and attitudes that can be applied to almost any job. Questions regarding skills and knowledge cover sales, clerical, and service occupations as well as helpers, handlers, assemblers, forestry, and agriculture areas.

The letters in parenthesis equate the questions to the developmental linkages contained on all Individual Student Plan and Record forms. By using the linkages, the teacher coordinator can then relate on-the-job employability needs to related instruction activities.

QUESTIONS - Attitudes, Skills, Knowledge and Self-Awareness
OCCUPATIONAL AREAS - All

- Does the student make an effort to learn? (L)
- What else can the student do to advance on the job? (L)
- Can the student work without constant supervision? (M)
- Does the student do a good job accounting for his work? (M)
- Do you consider this student trustworthy? (N)
- Does the student usually complete the work on time? (N)
- Is the student always on time for work? (N)
- Does the student work well with others? (O)
- Does the student work in a manner that does not offend others? (O)
- Does the student get along with the supervisors? (O)
- Can the student please even the most difficult customer? (P)
- Do customers show a positive attitude towards the student? (P)
- Do you feel this student is honest? (Q)
- Can the student do things on his/her own? (R)
- Does the student always want to succeed? (S)
- Does the student take pride in the work accomplished? (T)
- Does this type of work seem to fit the life style of the student? (U)
- Does the student seem confident about the work? (V)
- Does the student learn easily? (W)
- Does the student follow directions? (CC)
- Do you feel the student makes a profit for you? (DD)
- Would you consider the student a productive worker? (EE)
- Does the student always follow the rules and regulations? (FF)
- Can the student make a decision on the job? (II)
- Does the student seem well organized? (JJ)
- Does the student dress appropriately for work? (FF)
- Does the student make an effort to learn about the business? (F)
- Is the student in good physical condition? (H)

QUESTIONS - Attitudes and Skills
OCCUPATIONAL AREAS - Sales

- Does the student do a good job operating the cash register? (EE)
- Can the student make change quickly and accurately? (DD EE)
- Is the student good at math? (EE)
- Can the student compute percentages? (EE)
- Can the student fill out sales forms? (EE)
- How well does the student communicate with others? (AA)
- Does the student use proper language? (AA)
- Can the student communicate with older as well as younger people? (AA)
- Does the student help the customer make up his/her mind? (P)
- Does the student do a good job handling merchandise? (EE)
- Can the student usually answer customer questions? (F)

QUESTIONS - Attitudes, Skills and Knowledge
OCCUPATIONAL AREAS - Clerical (Computers)

- Can the student operate a computer properly? (EE)
- Does the student follow procedures properly? (CC)
- Is the student accurate? (DD)
- Does the student need to increase speed? (DD)
- Can the student compare information properly? (EE)
- How well does the student communicate with other workers? (AA)
- Does the student ask good questions about the job? (R)
- Do you feel the student understands the purpose of their work? (F)

QUESTIONS - Attitudes and Skills
OCCUPATIONAL AREAS - Clerical (Secretary/Typist)

- Can the student handle a number of different office tasks? (EE)
- Can the student follow directions without close supervision? (CC)
- Does the student communicate with the customers? (AA)
- Can the student write clearly? (BB)
- Can the student make decisions based on company policy? (II)
- Can the student use the office machines accurately and quickly? (DD)
- Does the student do a good job finding errors? (EE)
- Can the student follow proper record keeping procedures? (CC)
- Can the student copy information quickly and accurately? (BB)
- Does the student deal with people easily? (O)

QUESTIONS - Skills and Knowledge
OCCUPATIONAL AREAS - Clerical (Record Clerks)

- Does the student understand the record keeping procedures? (F)
- Can the student find errors easily? (EE)
- Can the student read well? (AA)
- Does the student do a good job of copying information? (BB)
- Does the student speak in a manner that can be understood? (BB)
- Does the student know how to carry object correctly? (EE)

QUESTIONS - Skills
OCCUPATIONAL AREAS - Clerical (General Clerk)

- Does the student speak clearly? (AA)
- Does the student listen? (AA)
- Can the student communicate with different types of people? (AA)
- Can the student operate the machines properly? (EE)
- Can the student read information quickly? (DD)
- Can the student copy information quickly and accurately? (DD)

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QUESTIONS - Skills

OCCUPATIONAL AREAS - Clerical (Office Machine Operators)

- Does the student follow instructions and procedures? (CC)
- How well does the student handle routine tasks? (EE)
- Can the student operate the machines fast enough? (DD)
- Does the student compile and record numbers correctly? (BB)
- Does the student keep good records? (FF)
- Can the student read and copy information without making errors? (DD)
- Does the student understand how machines operate? (EE)

QUESTIONS - Skills and Knowledge

OCCUPATIONAL AREAS - Clerical (Material Clerks)

- Does the student keep records accurately? (DD)
- Does the student understand how to take inventory? (F)
- Is the student accurate? (DD)
- Does the student avoid errors? (EE)
- Does the student transpose numbers? (BB)
- Can the student measure items properly? (EE)
- Can the student locate and read information from a catalog? (BB)
- Does the student know how to handle materials properly? (EE)
- Can the student communicate in a manner that is easily understood? (AA)
- Can the student select the proper tools to do a job? (F)

QUESTIONS - Attitudes, Skills and Knowledge

OCCUPATIONAL AREAS - Clerical (Financial Records)

- Can the student use a calculator properly? (EE)
- Does the student compute cost accurately? (F)
- Does the student know how to verify customer credit? (F)
- Can the student prepare bills accurately and on time? (DD)
- Can the student copy numbers accurately and quickly? (BB)
- Does the student do a good job assisting others? (O)

QUESTIONS - Skills

OCCUPATIONAL AREAS - Clerical (Miscellaneous)

- Does the student handle problems well? (II)
- Can the student communicate with different types of persons? (AA)
- Can the student make decisions based on company policy? (II)
- Does the student perform math functions accurately and quickly? (DD)
- Does the student know how to use clerical machines properly? (DD)
- Does the student speak clearly? (AA)
- Does the student listen carefully? (AA)

QUESTIONS - Attitudes, Skills and Knowledge

OCCUPATIONAL AREAS - Household Services

- Can the student handle tasks that require physical strength? (EE)
- Can the student follow directions exactly. (CC)
- Does the student work quickly and skillfully with hands? (DD)
- Can the student handle doing the same task for a long period of time? (DD)
- Does the student follow proper procedures and techniques? (CC)
- Can the student select the proper tools for a task? (F)
- Does the student do a good job of helping others? (O)

QUESTIONS - Attitudes and Skills

OCCUPATIONAL AREAS - Cleaning Services

- Does the student have any difficulties with heavy objects? (EE)
- Can the student follow instructions? (CC)
- Has the student learn to follow company procedures? (FF)
- Can the student handle doing the same task over and over? ((DD)
- Does the student do a good job of assisting others? (O)
- Can the student use tools and equipment properly? (EE)

QUESTIONS - Attitudes and Skills

OCCUPATIONAL AREAS - Health Services

- Does the student demonstrate a legitimate desire to help people? (O)
- Can the student handle young, sick or handicapped people? (P)
- Can the student follow directions exactly? (CC)
- Can the student observe similarities and differences? (EE)
- Does the student use tools and equipment properly? (EE)
- Has the student demonstrated skills in use of arms and hands? (EE)

QUESTIONS - Attitudes and Skills

OCCUPATIONAL AREAS - Food Services

- Does the student have the skill to total cost accurately? (DD)
- Can the student handle all types of customers regardless of age? (P)
- Does the student get tired after standing for a period of time? (EE)
- Does the student have any difficulty carrying and lifting things? (EE)
- Does the student handle money and merchandise with ease? (EE)
- Can the student do the same task over and over again? (EE)
- Can the student follow both oral and written instructions? (CC)
- Can the student measure and compute? (EE)
- Has the student learn the techniques of the business? (S)

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QUESTIONS - Attitudes, Skills, and Knowledge
OCCUPATIONAL AREAS - Recreation and Amusement Services

- Can the student follow specific instructions? (CC)
- Can the student perform the same task over and over? (EE)
- Does the student get along with all people? (O)
- Does the student get tired standing or walking? (EE)
- Does the student have any difficulty lifting items? (EE)
- Does the student have good use of fingers, hands? (EE)
- Can the student make change accurately? (DD)
- How does the student handle the needs of animals? (O)
- Has the student needed to handle an emergency? (F)

QUESTIONS - Attitudes, Skills and Self-Awareness
OCCUPATIONAL AREAS - Child Care Services

- Does the student show a genuine interest in children? (Y)
- Can the student handle all types of children? (O)
- Does the student follow specific instructions? (CC)
- Does the student hand difficulty using arms, eyes, fingers? (EE)
- Can the student compare information and observe similarities? (DD)
- Can the student select proper tools and materials to use? (EE)
- Does the student communicate well with the children? (AA)

QUESTIONS - Skills, Knowledge and Self-Awareness
Occupational Areas - Helpers (Printing)

- Does the student do a good job of assisting another worker? (O)
- Does the student follow directions carefully?)CC)
- Can the student move heavy objects? (X)
- Can the student do the same task over and over again? (T)
- Does the student pay attention to safety rules? (H)
- Does the student have the math skills to measure and compute? (DD)
- Can the student detect differences in size, shape, texture, etc? (W)

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QUESTIONS - Attitudes, Skills, Knowledge, and Self-Awareness

OCCUPATIONAL AREAS - Helpers (Auto)

- Can the student handle heavyobjects? (X)
- Does the student understandinstructions? (CC)
- Does the student do a goodjobof helping other workers? (O)
- Does the student adjust oibusiness procedures? (FF)
- Does the student mind performing routine tasks? (T)
- Can the student compare information to observe similarities? (W)
- Can the student select propatools for a task? (F)
- Does the student use toolsrpperly? (EE)

QUESTIONS - Attitudes, Skills, Knowledge, and Self-Awareness
OCCUPATIONAL AREAS - Helpers (Construction and Related)

- Can the student handle heavy objects? (X)
- Does the student follow instructions? (CC)
- Has the student demonstrated working in all types of weather? (T)
- Does the student mind doing routine tasks? (T)
- Has the student adopted to company procedures and techniques? (FF)
- Is the student able to detect similarities and differences? (DD)
- Does the student do a good job helping others? (O)
- Is the student able to select and use the proper tools? (F)

QUESTIONS - Attitudes, Skills, Knowledge, and Self-Awareness
OCCUPATIONAL AREAS - Helpers (TV and Photography)

- Can the student use sketches, drawings and other specifications? (X)
- Can the student visualize how a finished product will look? (W)
- Is the student able to use math skills properly? (EE)
- Can the student handle heavy objects? (EE)
- Can the student choose and use equipment properly? (F)
- Can the student understand uses of certain equipment? (F)
- Can the student observe similarities and differences? (W)
- How well does the student assist others? (O)

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QUESTIONS - Attitudes, Skills, Knowledge, and Self-Awareness
OCCUPATIONAL AREAS - Handlers (Equipment Cleaners)

- Does the student have any difficulty following the same routine? (T)
- Does the student do a good job following instructions? (CC)
- Does the student serve all type of people equally? (P)
- Can the student stand for a long period of time? (EE)
- Can the student lift heavy objects? (EE)
- Does the student use hands and fingers skillfully? (X)
- Does the student do math calculations accurately? (DD)

QUESTIONS - Attitudes, Knowledge, and Self-Awareness
OCCUPATIONAL AREAS - Assemblers

- Can the student use hands and fingers skillfully? (X)
- Can the student measure and compute accurately? (DD)
- Does the student keep necessary records accurately? (DD)
- Can the student detect differences in size, shape, etc.? (W)
- Does the student pay strict attention to standards? (FF)
- Does the student ever have an opportunity to assist others? (O)
- Does the student use necessary tools properly? (EE)

QUESTIONS - Attitudes, Knowledge, and Self-Awareness
OCCUPATIONAL AREAS - Agriculture and Forestry

- Does the student have the physical strength and endurance to do the job? (X)>b?(X)
- Can the student work in all types of weather (T)
- Can the student follow directions exactly? (CC)
- Does the student mind doing the same task over and over? (EE)
- Can the student work with his/her hands? (X)
- Does the student understand animals? (F)

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